WEEK 26 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 the letters M, T, R, F, and W (Days 1–5)

Mathematics

Measuring Things

- How to compare the weight of two things using a balance scale (Days 1, 2, 5)
- How to find the exact weight of something using a kitchen scale (Days 3, 5)
- How to compare the exact weight of different amounts of things using a kitchen scale (Days 4, 5)

Self-Regulation

Paying Attention

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

Social-Emotional

Understanding Feelings

- Identifying different emotions associated with situations and facial expressions (Days 2, 3)
- Identifying how we might feel in certain situations (Day 2)
- Using our face to show what a feeling might look like (Day 3)

Social Studies

Exploring Where We Live

- Adults in our center follow rules to help keep us safe (Day 4)
- Laws are rules made by people in charge of our community or country to keep us safe and help us to treat people fairly (Day 5)

Science

Exploring Habitats

- Habitats are places where certain types of animals and plants live (Day 1)
- Types of things that live in a water habitat (Day 1)
- How fish live in a water habitat (Day 2)
- How some animals use a shell as their home and for protection in a water habitat (Day 3)

Physical/ Health

Staying Healthy and Safe

- Identifying actions that are safe and not safe (Day 4)
- How to stay safe in an emergency, such as a fire (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 1

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: 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.

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 M and T.

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Sentence

Materials Needed

*Letter M card

*Letter T card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

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:*

Community helpers use many kinds of tools.]

We want to find lowercase letters m and t in our sentence. Let's begin with the letter m.

[*Display letter card M. Point to the lowercase m on the card.*

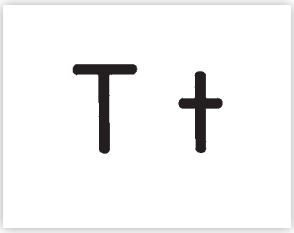
Encourage a volunteer child to look for and point to the three lowercase letter m's in the sentence as you display the M letter card.]



What sound does the letter M make?

Yes! Letter M says /m/. Let's together say the sound of the letter M: /m/.

[*Repeat the above procedure 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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26
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?*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 1

Measuring Things

123 Mathematics

3–5 YEARS

Large Group



Skill and Goal

Measurement knowledge

Children will understand how a balance scale compares the weight of two items.



Key Concepts

Review: Length
Height
Weight
Balance Scale
Prediction



Materials Needed

Balance scale

2 toys

BEGIN: We are learning how to measure the size of things. We measured the length of our table and the length of some smaller things in our classroom. Remember, length means how long something is. We also measured the height of a child. We know that height means how tall something is.

ASK: What did we use to measure the length and height of things? (our hands, feet, ruler)

EXPLAIN: Sometimes people want to measure the weight of something. Remember, weight means how heavy something is. Weight is an important part of something's size. Some things are heavy. Some things are light. Today we will use a tool that compares the weight of two different things.

[*Display a balance scale.*]

ASK: Do you remember the name of this tool? (balance scale)

EXPLAIN: A while ago we used a balance scale to compare the weight of two toys, a piece of paper and a block, a button and a rock, and a straw and a toy car.

ASK:

- How do we use a balance scale?

  [*Use children's comments to compare the weight of two things by placing one toy on each side of the balance scale. Point out that one side of the balance scale is lower than the other.*]

- Could we use a ruler to compare the weight of two things? (no) Why not? (a ruler measures how long or how tall something is; it cannot tell how heavy something is)

EXPLAIN: Let's use our balance scale to compare the weight of two different items in our room.

[*Invite children to suggest two items to compare.*]

Before we compare the weight of the items, let's predict which item will be the heaviest. Remember, when we make a prediction we think about what might happen.

ACT: [*Ask children to predict which item will be heavier. Then compare the weight of the two items by placing them on the balance scale. Place the lighter item on one side first, so children can see how the balance scale moves after the heavier item is placed on the other side.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Measuring Things *continued*

- Which item was heavier?
- How do we know? (the side that is lower holds the heavier item)

[*Continue to compare the weight of two items with the balance scale. Encourage children to make a prediction before putting items on the balance scale. Invite volunteer children to place items on the balance scale and report which one is heaviest. Compare as many items as time and child interest permit.*]

RECAP: Today we used a balance scale to compare the weight of two things. Sometimes people want to find out if something is heavier or lighter than something else. A balance scale is a way to compare the weight of two different things.

Scaffolding Tips

Extra support ■ If children seem unclear about the heavier and lighter weight of items placed on the balance scale, place the items in a child's hands (one per hand) and ask the child which item feels heavier/lighter. Help children use their hands to compare the weight of other items in the classroom. ■ Omit the questions and discussion about prediction if this part of the activity seems to be confusing or a distraction.

Enrichment ■ Encourage children to add things to the lighter side of the balance scale to make that side heavier. Encourage children to add things to make both sides the same.

123 Center Activity

Provide a balance scale and several items for children to compare. Be sure to include <u>both</u> heavy and light items. Examples: glue stick, book, bottle glue, block. Invite children to compare the weight of different items.

Family Child Care

Invite school-age children to help younger children find items in your home to compare on a balance scale. Encourage children to predict which item will be heavier.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 1

Paying Attention

Self-Regulation

3–5 YEARS

Small Group

Skill and Goal

Concentrate

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

Key Concepts

Review: Concentrate

Materials Needed

Small item—1 per child (toy banana, toy car, crayon, ball, block, etc.)

Also Promotes

Science

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

Let's play a game called *What's Behind My Back*? We will use our sense of touch to play the game.

ASK: What do we use to find out what something feels like? (hands, skin)



EXPLAIN: Each of you will have a small item to hold. You will hold your item behind your back. Putting your item behind your back means you cannot see it. You can only feel your item. When I place the item in your hands, do not look at it. Please do not look at your neighbor's item.

We will concentrate on what the item in our hands feels like. We know that when we concentrate we pay close attention to something. We will each have a turn to describe our item. We can say whether our item is smooth, rough, hard, soft, small, large, round, short, or long. We can use whatever words will help us figure out what is in our hands. If we know what is in our hands, we need to work hard to not tell others. We want to describe what the item feels like and let others guess what it is!

After each of us describes our item, we will find out if anyone can guess what it is. I will go first.

ACT: [*Secretly put an item behind your back and describe how it feels. Use simple descriptors. After you have described your item, encourage children to guess what it is. After children have guessed, display the item. If children were correct, ask how they knew. What words were helpful in figuring out what was behind your back? If children did not accurately guess the item, ask what was hard about figuring out what was behind your back.*

After brief discussion of experiences in identifying the item in your hand, ask all children to close their eyes and put their hands behind their backs. Walk around the outer circle of children (who are facing inward) and carefully place an item behind the back of each child. Place the item in a child's hands, if possible (some children may use their hands to cover their eyes).

Give each child a turn, going in the order of circle placement. Remind children to not look at their item. Remind children to describe their item and try hard to not say what it is if they know!]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26
DAY 1

Paying Attention *continued*

Self-Regulation

RECAP: Today we played a game called *What's Behind My Back*? We used our sense of touch to concentrate on an item behind our back. What was the hardest part of our game? (telling about our item without saying what it was, finding words to describe our item, waiting for our turn, not peeking)

Scaffolding Tips

Extra support ■ Remind children to not say the name of their item if they know what it is. It is their job to describe their item. It is the job of other children to guess the item. But if a child blurts out the name, positively acknowledge that it is hard to concentrate on two things at the same time: what our items feels like and what we say about our item. ■ If you anticipate it will be too challenging for children to wait for their turn without looking at or telling about their item, distribute the items one at a time (when it is a child's turn to feel and describe). ■ If children need help with describing their item, ask questions to help them focus on certain characteristics. Example: "Is your item hard or soft?" ■ Children may wish to peek at their "hidden" item. Remind children to not say the name of their item. The goal is for children to describe how the item feels.

Enrichment ■ If children readily guess an item after characteristics are described, encourage them to try to figure out an item after only two characteristics are described.

Center Activity

Provide a brown paper bag and various items to put in the bag to extend today's activity. Invite children to describe an item in the bag as others try to guess what it is.

Family Child Care

Try this game outside with items found in the play area. Invite children to describe items, such as a stick or leaf.

The *What's Behind My Back?* game is described in the following source: Greenland, S. K. (2013). *The mindful child*. New York: Atria Paperback.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 1

Exploring Habitats

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand meaning of a habitat and the types of living things in a water habitat.

Key Concepts

New: Habitat
Shark
Lily pad
Kelp
Cattails

Materials Needed

*6 pictures as shown

*Printables provided

BEGIN: We have learned about how plants and animals are living things. This week we will begin learning about some of the places where plants and animals live.

EXPLAIN: All living things live in some sort of habitat. A **habitat** is a place where certain types of animals and plants live. Let's together say the word habitat: hab-i-tat.

There are many different kinds of habitats.

ASK: We live in habitats. What are some places where people live? (homes, apartments, cities, military installations)

EXPLAIN: Water is a habitat for many kinds of living things. A water habitat can be very large like an ocean or lake. A water habitat can also be smaller like a river or pond.

Many kinds of animals and plants live in a water habitat. Let's look at some pictures of animals and plants in their water habitats. Some of the animals and plants live in the ocean, some live in lakes, and some live in ponds or rivers.

[*Display pictures described below, one at a time. Children are not expected to remember the name of each living thing.*


Elias Levy/flickr/(CC BY 2.0)


Patrik Nygren/flickr/(CC BY-SA 2.0)


Tambako The Jaguar/flickr/(CC BY-ND 2.0)






Frank D. Lospalluto/flickr/(CC BY-NC-ND 2.0)

Share the following information to promote children's discussion of each:]

- Shark: A **shark** is an animal that lives in the ocean. Sharks eat other animals that live in the ocean. A shark is a type of fish.
- Fish: Many other types of fish live in water habitats. Fish can live in oceans and smaller water habitats.
- Turtles: Turtles can be found in smaller water habitats. Larger turtles called sea turtles can be found in the ocean.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science

- Lily pads: A **lily pad** is a plant that grows in smaller water habitats. Frogs, turtles, and insects sometimes use lily pads to hide from other animals. Do you see the frog sitting on the lily pad? Other animals in the water cannot easily find the frog when it is sitting on top of the lily pad.
- Kelp: **Kelp** is a plant that grows in the ocean. Many fish use kelp as a place to hide from other animals. Do you see the fish in our picture of kelp? Other animals in the water cannot easily see the fish when it is near the kelp.
- Cattails: **Cattails** are plants that can be found along the edges of smaller water habitats. Some birds build their nests in cattails. The cattails help birds hide from other animals.

RECAP: Habitats are filled with many living things. This week we will learn more about water habitats and the things that live in them.

Scaffolding Tips

Extra support ■ Encourage children to describe experiences they may have had with a water habitat. Example: "Have you ever seen or been to an ocean, lake, river, or pond? Do you remember seeing any plants or animals while you were there?"

Enrichment ■ Ask children if they know about other animals that live in water habitats.

Center Activity

Add stuffed or plastic fish to the block center. Encourage children to construct ponds and lakes for the fish.

Family Child Care

Take a trip to the library and invite children to look for books about animals that live in water.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

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 M, T, R, F and W.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (M, T, R, F, W)—1 per child
*Letter M card
*Letter T card
*Letter R card
*Letter F card
*Letter W 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 M, T, R, F, and W.

[*Display letter cards M, T, R, F, and W. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase M and this is a lowercase m." 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.*]

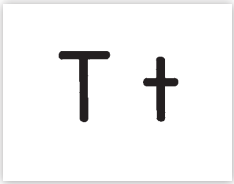
I am going to mix up the letter cards and then show them to you one at a time. When we see a letter card, we will point to the same letter on our letter mat.

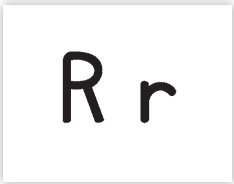


[Hold up letter card M.

Let's find this letter on our letter mat.

[*Lead children in looking for, pointing to, and saying letter M on their letter mat. Explain how you found the letter M. Example: "This letter has a straight line up, then a line down, then another line up, and then another line down. It looks just like the uppercase letter on our letter card."*]

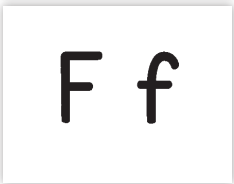




The letter M says /m/. Let's together say the letter sound: /m/.

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.*]





Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26
DAY 2

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we learned more about letters M, T, R, F, and W. 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 uppercase letter cookie cutters M, T, R, F, and W and play dough. Encourage children to use the cookie cutters and play dough to create uppercase letters.

Family Child Care

Hang *letter cards M, T, R, F, and W in random order on a wall. Turn off lights and invite volunteer children to use a flashlight to find a given letter. Example: "Abraham, please use the flashlight to find the letter R 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 2

Measuring Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Measurement knowledge

Children will strengthen their understanding of how a balance scale compares the weight of items.

Key Concepts

Review: Weight

Materials Needed

Balance scale

Pencil

Marker

Heavy book

Coffee cup

Optional Reading

Balancing Act by Ellen Stoll Walsh

BEGIN: Yesterday we compared the weight of different things. Remember, weight means how heavy something is.

EXPLAIN: Today we will use our balance scale again to compare the weight of things.

ASK: How does a balance scale work? (we put an item on each side; heavier item pushes down its side of the scale)

EXPLAIN: Let's compare the weight of some items that are heavier and lighter.

We will see what happens when we place two items that are lighter on one side of the balance scale and two items that are heavier on the other side of the balance scale.

ACT: [*Invite a volunteer child to place two lighter items (pencil and marker) on one side of the balance scale. Then invite a different volunteer child to, one at a time, place two heavier items (cup and book) on the other side of the balance scale.*]



- What happened to the balance scale when we placed the heavier items on one side? (it went down)
- What do you think will happen when we take off one heavier item?

[*Invite a volunteer child to remove one heavier item from the balance scale. Discuss what happens. Explain that the remaining heavier item weighs more than both lighter items. We know this because the side of the balance scale with the remaining heavier item is still lower than the other side.*]

Our heavier item still on the balance scale is heavier than both of our lighter items.

What do you think will happen when we take off the second heavier item? (the balance scale will move)

[*Invite a volunteer child to remove the second heavier item from the balance scale. Discuss what happens. Try the activity again with different items, if time permits.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26
DAY 2

Measuring Things *continued*

123 Mathematics

RECAP: Today we used a balance scale to compare the weight of some items. We found that one heavier item can weigh more than two lighter items.

Scaffolding Tips

Extra support ■ If children have difficulty understanding why the pencil and marker still weigh less than the remaining heavier item, take items off the balance scale and encourage children to compare the weight of the items in their hands. Example: marker and pencil in one hand, heavy book in the other hand.

Enrichment ■ Add additional items to one or both sides of the balance scale to see what happens. Discuss results with children.

123 Center Activity

Supply a balance scale and basket of toys to compare. Encourage children to select two items for each side and observe what happens when items are removed, one at a time, from each side.

Family Child Care

Invite children to use a balance scale at lunch or snack time to see which of two food items is heavier or lighter.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 2

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will strengthen their familiarity with situations and facial expressions associated with different emotions.

Key Concepts

Review: Emotion

Materials Needed

On Monday When It Rained by Cherryl Kachenmeister

*Our Feelings poster (see Extra Support tip)

Also Promotes

Language/Literacy

*Printables provided

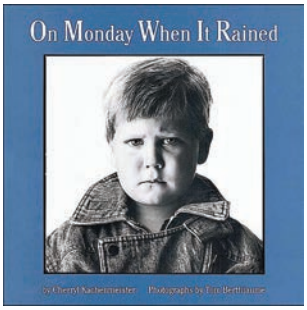
Be Prepared: If time is limited, select 4–5 of the seven different situations and emotions described in today's book that you believe would be most helpful for children to discuss. Fuller attention to a smaller number of situations/emotions is better than briefer attention to each of the situations/emotions addressed in the book.

BEGIN: We know that an emotion is the way we feel

- What emotion might we feel if we received an invitation to a party? (happy, excited)
- What emotion might we feel if our brother or sister broke our favorite toy? (sad, angry)

EXPLAIN: Today we are going to read a book about a boy who feels many emotions during the week. Each day he feels a different emotion.

Our book is called *On Monday When It Rained*. It was written by Cherryl Kachenmeister. The photographs in the book were taken by Tom Berthiaume.



ACT: [*As you read the book, pause after you read each situation to engage children in a discussion focused on the following:*]

- How might you feel if this happened to you?

  [*After you turn the page to display the boy's expression, ask the following questions before revealing the boy's emotion:*]

- What emotion do you think the boy is feeling?
- What do you notice about his face?

  [*After you reveal the boy's emotion, invite children to describe a time they felt the same or a similar emotion.*]

RECAP: Today we read a book about different emotions a boy felt each day. We looked closely at the boy's face to figure out what emotion he might be feeling. We also talked about how we might feel if we had a similar experience.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 2

Understanding Feelings *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Display the *Our Feelings poster as a reference while children discuss the emotions experienced by the boy in the book.

Enrichment ■ After children learn the emotion the boy is feeling, ask them to think of another possible emotion he may be feeling. Example: "The boy is disappointed when he cannot play outside. Are there other feelings he might have?" (frustrated, mad, sad)

Center Activity

Provide the book used in today's activity and *The Way I Feel* by Janan Cain. Invite children to find pictures of children with similar expressions in both books.

Family Child Care

During the day, ask children to tell how they are feeling at different times. Examples: Child falls down: "How are you feeling right now?" Child draws a picture with chalk: "How are you feeling right now?" Explain that we can feel many different emotions in one day.

The activity plan is informed by the following source: Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook: On Monday when it rained [Online forum]. Retrieved from http://csefel.vanderbilt.edu/booknook/mondayrain/mondayrain2006.pdf

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 2

Exploring Habitats

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand how fish live in a water habitat.

Key Concepts

New: Fin

Review: Habitat
Kelp
Senses

Materials Needed

*2 pictures as shown

*Printables provided

Optional Reading

What's It Like to Be a Fish? by Wendy Pfeffer

BEGIN: We are learning about animals and plants live in water habitats. What is a habitat? (a place where certain types of animals and plants live)

EXPLAIN: Many kinds of fish live in a water habitat. Fish can be found in big and small water habitats.

ACT: Pop up if you have a pet fish at home!

ASK: Who would like to describe some characteristics of a fish? (scales, tail, etc.)

EXPLAIN: [*Display picture of a fish fin.*]



Tino Strauss/wikimedia/(CC BY-SA 3.0)

The body of a fish is made to help the fish swim. This is a picture of a fin. A **fin** is a flat pointed part that sticks out of the body of a fish. Fish use their fins to move through the water. Fish also use their tails to help them swim.

ASK: What are some other animals that have a tail?

EXPLAIN: Fish sometimes need to hide from other animals that may want to eat them. We learned yesterday that some fish use plants to hide from other things in a water habitat.

[*Display picture of a fish hiding in kelp.*]



This fish is hiding in kelp. We learned yesterday that kelp is a plant that grows in the ocean.

ASK: Why do some fish hide in plants? (other animals in the water cannot easily see the fish when it is near the plants; will not get eaten)

EXPLAIN: Fish also find their food in a water habitat. Fish eat plants or animals or both plants and animals.

Fish find their food by using their senses. Senses help us get information about things near us. Fish use their sense of sight, their sense of smell, and their sense of hearing to find food in a water habitat.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26
DAY 2

Exploring Habitats *continued*

Science

ASK:
- What do you think we might <u>see</u> in a water habitat if we were a fish? (other animals, plants)
- What do you think we might <u>smell</u> in a water habitat if we were a fish? (food, other animals)
- What do you think we might <u>hear</u> in a water habitat if we were a fish? (other animals)

ACT: Let's pretend we are a fish looking for food in a water habitat!

[*Encourage children to move like a fish and pretend to look for food.*]

RECAP: Today we learned how fish live in a water habitat. We learned that fish use their fins and tails to move in the water. Some fish also use plants to hide from other fish that may want to eat them. Fish use their senses to find food in a water habitat.

Scaffolding Tips

Extra support ■ Give hints, if appropriate, to help children think of things that fish might see, smell, and hear in a water habitat. Example: "What kinds of things could a fish hear under the water?" (other animals moving, sounds other animals may make) ■ Use segments of prior activity plans if children would benefit from a quick review of the five senses (Weeks 8 and 9).

Enrichment ■ Ask children if they have ever been fishing. What bait did they use to catch a fish?

Center Activity

If you do not already have a classroom fish, adopt one for the week! Invite children to observe where the fish swims and hides. If you do not have access to fish, invite children to look at pictures of fish in books.

Family Child Care

If you do not have a pet fish at home, ask parents if you can borrow one for the week. Encourage children to draw and observe the fish throughout the week.

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/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

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 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

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.

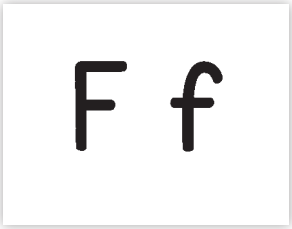
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

Sometimes I feel frustrated when I can't go out to play.]

We want to find the lowercase letter f in our sentence.

[*Display letter card F. Point to the lowercase f on the card.*

Encourage a volunteer child to look for and point to the two lowercase letter f's in the sentence as you display the F letter card.]



What sound does the letter F make?

Yes! Letter F says /f/. Let's together say the sound of the letter F: /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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

- *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?"*
  - *"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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 3

Measuring Things

123 Mathematics

Be Prepared: Please use a kitchen scale with a dial (not a digital kitchen scale) for today's activity.

3–5 YEARS

Large Group

Skill and Goal

Measurement knowledge

Children will understand how a scale gives the exact weight of something.

Key Concepts

New: Scale
Dial
Pound
Ounce

Materials Needed

Kitchen scale with dial

Container of 5–7 apples

Optional Reading

Who Sank the Boat? by Pamela Allen

BEGIN: We are learning how to measure what something weighs. Yesterday we compared the weight of two items by using a balance scale.

ASK: What happens to a balance scale when we put a heavier item on one side and a lighter item on the other side? (the side with the heavier item goes down, the side with the lighter item goes up)

EXPLAIN: Today we will use a different kind of scale to measure things. People sometimes want to know the exact weight of something. We can find out the exact weight of something by measuring it with a **scale** that tells us how heavy it is.

ASK: Have you ever been weighed with a scale? Tell us about it.

EXPLAIN: There are different kinds of scales. Today we are going to use a kitchen scale. A kitchen scale tells us the exact weight of something.

[*Display a kitchen scale. Point to parts of the scale as you describe each.*]

We put the item we want to measure on the top part of a kitchen scale. Then we look at the dial on the scale to find out how much our item weighs. The **dial** is the round part of the scale. The dial on our scale has a pointer, numbers, and marks.

The pointer will move when we put something on the top part of the scale. The pointer will move close to one of the larger numbers on the dial. The larger numbers tell us how many pounds our item weighs. The word **pound** describes how much something weighs.

We count pounds when we weigh something. Something could weigh one pound or two pounds or three pounds or more pounds. Please watch my finger point to the pound numbers on our scale. One pound, two pounds, three pounds, four pounds, five pounds.

Many of us have stood on a scale that tells how many pounds we weigh.

ACT: [*Display container of apples. Draw attention to how the pointer moves when you put apples on the scale.*]

Let's find out how much our group of apples weighs. Watch the pointer move when I put the container of apples on the top of our kitchen scale.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Measuring Things *continued*

Our pointer stopped moving near the number ___. That means our container of apples weighs about ___ pounds. Remember, we count pounds when we weigh something.

Many times the pointer does not stop right on a number. The pointer may stop after a number or before a number on the dial. When this happens, we also count the smaller marks on the dial. The smaller marks show ounces. We can also use **ounce** to describe how much something weighs. An ounce is smaller than a pound. Each smaller mark on our scale is one ounce.

We count the number of smaller marks that come after the larger number. Remember, the larger number tells how many pounds something weighs. The smaller marks tell us the number of ounces. We count both pounds and ounces to find the exact weight of something.

Our container of apples caused the pointer to move beyond the number ___. The number ___ means pounds. Now we count the number of small marks that are between the number ___ and the pointer. Remember, the small marks are ounces. Please count with me. One ounce, two ounces, three ounces, etc. We counted ___ ounces.

Our container of apples weighs exactly ___ pounds and ___ ounces.

Many things weigh less than one pound. We count only ounces when something weighs less than a pound. Remember, an ounce is smaller than a pound.

ASK: What are some things in our classroom that you think might weigh less than a pound? (pencil, crayon, paintbrush, small manipulative)

ACT: [*Weigh several of the items suggested by children, one at a time. Invite children to help you count the ounces – smaller marks on the dial – as you point to each. Repeat the last ounce counted. Example: "We counted five ounces. Our paintbrush weighs five ounces." If an item suggested by a child weighs more than a pound, draw children's attention to the location of the pointer on the dial when the item is on the scale. Example: "The pointer moved past the number one. Our block weighs more than one pound."*]

RECAP: Today we learned how to find the exact weight of something by using a kitchen scale. The words pound and ounce tell us how much something weighs. An ounce is smaller than a pound. We count the number of ounces or pounds when we weigh something. We found out how much our container of apples weighs by watching the pointer on the dial move when the apples were put on the top of the scale. We counted the number of ounces when we weighed different things in our classroom.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Measuring Things *continued*

Scaffolding Tips

Extra support ■ Invite several children to hold the container of apples before weighing it. ■ When you explain that we count ounces when something weighs less than a pound, remind children this is similar to counting inches on a ruler when the length or height of something is less than one foot.

Enrichment ■ Ask children whether they weigh more today than one year ago. Explain that one reason we want to know the exact weight of something is to find out how much it grows (gets bigger, heavier) over time.

123 Center Activity

Supply the housekeeping center with a kitchen scale. Invite children to practice weighing play food items.

Family Child Care

With parent permission, compare children's weights on a bathroom scale. If a child is taller, will he/she weigh more?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 3

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will strengthen their understanding of facial expressions and situations often associated with different emotions.

Key Concepts

Review: Emotion

Materials Needed

On Monday When It Rained by Cherryl Kachenmeister

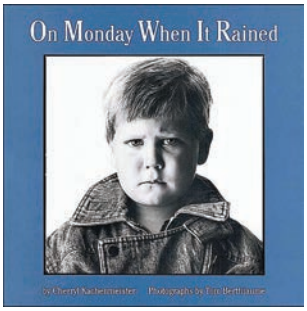
*Our Feelings poster (see Extra Support tip)

*Printables provided

BEGIN: [*Display cover of book read on Day 2.*]

Yesterday we read a book about emotions. The boy in the book had many different feelings during the week.

EXPLAIN: Let's try to remember the emotions we talked about yesterday and sing a song about each one. The song we will sing is like the song "If You're Happy and You Know It." Each time we sing about an emotion, we can use our face to show what an emotion might look like.



ACT: [*Use the following approach for each emotion children discussed as part of yesterday's book reading:*

- *Offer a brief description of a situation described in the book. Example: "One day the boy in our book wanted to ride his new red bike to his friend's house. But it rained and his mother said he could not play outside."*
- *Ask children, "How did the boy feel when this happened?"*
- *Show the pertinent picture of the boy's face in the book.*
- *Lead children in singing the song, using the emotion word associated with the situation you summarized. Remind children to show what their face looks like when they feel (<u>emotion</u>).*]

Feelings Song

[*Sing to the tune of "If You're Happy and You Know It"*]

If you're _____ and you know it, show us now.
If you're _____ and you know it, show us now.
If you're _____ and you know it then your face will surely show it.
If you're _____ and you know it, show us now.

RECAP: Today we remembered the different emotions that they boy in our book yesterday felt during the week. We sang about each emotion and used our face to show what the feeling might look like. Now let's make a big happy face!

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26
DAY 3

Understanding Feelings *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Sing the song for children before inviting them to sing with you the first time. ■ Many of the emotions described in the book are included in the Our Feelings poster. If the book's picture of the boy's face regarding a specific emotion is of limited help to some children, point to and describe the pertinent picture on the poster, if included. ■ Offer your own facial expression as an example of what the emotion might look like if children seem uncertain.



Enrichment ■ Remind children that the boy in the book experienced a different emotion each day. Ask children if they think the boy could feel other emotions on the same day. Use questions, such as the following, to facilitate thinking and discussion about how emotions can change: "Do you think the boy could have felt angry all day because his cousin Janie wouldn't let him play with her dump truck in the sandbox? Why (or: why not)?"

Center Activity

Draw a facial feature on each of several small flat stones (see picture). Include options for several different emotions. Provide the stones plus several 8–10 inch circles cut from construction paper. Invite children to use the paper circles and stones to construct a face. Encourage children to mix and match stones to create new faces.



Family Child Care

At pickup time, invite family members to use the center activity stones to make a face. Encourage children to guess the emotion shown on the face made with stones.

The activity plan is informed by the following source: Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook: On Monday when it rained [Online forum]. Retrieved from http://csefel.vanderbilt.edu/booknook/mondayrain/mondayrain2006.pdf

The Story Stones center activity is described in the following source: Where Imagination Grows (2014, May 18). Learning emotions: Build-a-face story stones [Web log post]. Retrieved from http://whereimaginationgrows.com/emotions-story-stones-for-kids/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 3

Exploring Habitats

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand that some animals use a shell as their home and for protection in a water habitat.

Key Concepts

New: Shell

Materials Needed

*4 pictures as shown

Various shells

*Printables provided

BEGIN: Yesterday we learned how fish live in a water habitat. We know that a habitat is a place where certain types of animals and plants live.

Today we will learn a way that some animals protect themselves in a water habitat.

ASK: [*Display a shell.*]

Have you ever held a shell or looked for shells on a beach?

EXPLAIN: Some animals in water habitats live in a shell. A **shell** is a hard covering that covers and protects the animal that lives inside.

A shell also hides an animal so it cannot be seen.

ASK: How might a shell protect an animal from other animals that may want to eat it. (animal in shell cannot be seen, shell is hard)

EXPLAIN: [*Display picture of hermit crab.*]



Fred von Lohmann/flickr/(CC BY 2.0)

The hermit crab is an animal that uses its shell as a place to stay safe. It lives in its shell. When a hermit crab gets too big for its shell, it finds a larger shell to live in.

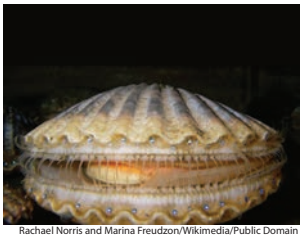
Most animals that live in shells have a shell that is part of their body. A turtle, snail, and scallop have a shell that is part of their body.

[*Display pictures of turtles, a snail, and a scallop.*]



Tambako The Jaguar/flickr.com/(CC BY-ND 2.0)





Rachael Norris and Marina Freudzon/Wikimedia/Public Domain

These animals cannot leave their shell. Their shell grows as they grow.

Let's look at some shells that do not have animals living in them any longer.

ACT: [*Display and then pass out different types of shells for children to see and touch. Encourage children to feel and describe different parts of the shells.*]

- What does a shell feel like? (soft or smooth, bumpy, etc.)
- How are the shells different from one another?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science

Let's pretend we are an animal hiding in a shell like the snail.

[*Invite children to curl up as if in a shell.*]

How does our shell keep us safe? (protects us from other animals)

RECAP: Some animals that live in a water habitat use a shell as their home. A shell covers and protects the animal that lives inside.

Scaffolding Tips

Extra support ■ As children describe the shells, provide help with vocabulary as needed. Example: "Is the shell bumpy or smooth?"

Enrichment ■ Encourage children to look for and describe similarities in some of the shells (color, shape, size, etc.).

Center Activity

Provide shells in the sensory table or tub filled with sand. Encourage children to sort the shells and observe them with a magnifying glass.

Family Child Care

If you live near water that includes shells, take children on a field trip to find shells. Invite children to guess what may have lived in the shells they find. School-age children may enjoy learning more about shells by reading additional information about shells you find online or at your local library.

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/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

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 M, T, R, F, and W in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

Large Group

Skill and Goal

Letter knowledge

Children will identify, name, and say the sound of letters M, T, R, F, and W.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (M, T, R, F, W)—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

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 M, T, R, F, and W 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 M on the letter mat.*]

This is the letter M. Let's together say its name.

The letter M makes the sound /m/, like at the beginning of the word "music." Let's together say the sound of letter M: /m/.

Now we want to find the letter M in our cup.

[*Help children find the letter M manipulative, if necessary.*]

Now let's place the letter M on our letter mat.

[*Place the letter M manipulative on top of the letter M on the letter mat.*]

Let's try another letter!

[*Point to letter T 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 T manipulative and place it on the*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

letter T on the letter mat. Continue until you have said the name, sound, and matched each letter on the letter mat in order.]

RECAP: Today we learned more about letters M, T, R, F, and W. 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 T. It has a tall straight line down and one line that goes 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, Rolando begins with the letter R."

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

Fill the sensory table with water and letter manipulatives M, T, R, F, and W. Provide 2–3 slotted spoons and encourage children to make "alphabet soup." Invite children to stir and scoop out letters.

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 F picture cards include fish, flower, fan, and foot. 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 M, T, R, F, and W.

*Printables provided

The center activity is described in the following source: House of Baby Piranha (2010, September 14). We Play – Name Soup. Retrieved from http://www.houseofbabypiranha.com/2010/09/we-play-name-soup.html

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 4

Measuring Things

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Measurement knowledge

Children will compare the exact weight of different amounts of apples using a kitchen scale.



Key Concepts

Review: Scale
Pound
Ounce



Materials Needed

Kitchen scale

Container of 5–7 apples

Classroom items weighed on Day 3

BEGIN: Yesterday we learned that we can find the exact weight of something by measuring it with a scale.

EXPLAIN: [*Display container of apples and kitchen scale.*]

We have a container of apples.

ASK: How can a kitchen scale tell us how much our container of apples weighs? (the dial tells us how much something weighs)

ACT: [*Invite a volunteer child to place the container of apples on the scale. Draw attention to how the pointer moves when the container of apples is put on the scale.*]

EXPLAIN: The pointer moved when we put the container of apples on the top part of the scale. The pointer moved close to one of the larger numbers on the dial. The larger numbers tell us how many pounds an item weighs. Remember, the word pound describes how much something weighs. We can also use ounce to describe how much something weighs. We know that an ounce is smaller than a pound. Each smaller mark on our scale is one ounce.

We count both pounds and ounces to find the exact weight of something. Our container of apples caused the pointer to move beyond the number ___. The number ___ means pounds. Now we count the number of small marks that are between the number ___ and the pointer.

ACT: Please count with me. One ounce, two ounces, three ounces, etc. We counted ___ ounces. Our container of apples weighs ___ pounds and ___ ounces.

Now let's remove some apples from our container. Please watch the pointer on the dial move as we remove some apples.

[*Invite a volunteer child to remove 2–3 apples from the container and place them next to the scale. Draw children's attention to the moving pointer on the dial.*]

Our container of apples weighs less now. We know this because the pointer moved up (to a lower number) when we removed some apples.

[*Invite a volunteer child to remove the container of apples from the scale.*]

EXPLAIN: We are going to use our kitchen scale and container of apples to help us pretend to make an apple pie. We need about two pounds of apples for our pretend pie.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Measuring Things *continued*

ASK: Where do we find two pounds on the dial of our scale?

ACT: [*Invite a volunteer child to point to two pounds on the dial of the scale.*]

EXPLAIN: We need our group of apples to weigh about two pounds. This is how much we need for our pretend pie. The pointer on our scale will need to be close to the number two. We do not need exactly two pounds of apples, but we need to get as close to two pounds as we can.

ACT: [*Invite a volunteer child to place an apple on the scale. Draw children's attention to the pointer moving down (to a higher number) when the apple is added. Invite additional volunteer children to add apples, one at a time, until the pointer on the dial is near the numeral two.*]

Oh my! I read the recipe wrong. We need one pound of apples for our pie, not two pounds of apples.

- What should we do? (remove some apples from the scale)
- Now we want the pointer to get to number one. Where do we find one pound on our scale?

[*Invite a volunteer child to point to the numeral one on the dial of the scale and begin removing one apple at a time until the pointer is close to the numeral one. Draw children's attention to the pointer as you emphasize that the group of apples weighs less each time an apple is removed.*]

We know how to find one pound of apples for our pretend apple pie!

EXPLAIN: Yesterday we weighed some items from our classroom that weighed less than one pound. Let's compare the weight of some of the items we weighed yesterday. We will count ounces when we weigh them. Remember, an ounce is smaller than a pound. We count ounces when something weighs less than a pound.

ACT: [*Invite children to identify two classroom items to weigh. Weigh each item on the scale, one at a time. Invite children to help you count the ounces—smaller marks on the dial—as you point to each. Repeat the last ounce counted. Example: "We counted three ounces. Our toy weighs three ounces." If an item suggested by a child weighs more than a pound, draw children's attention to the location of the pointer on the dial when the item is on the scale. Example: "The pointer moved past the number one. Our book weighs more than one pound."*]

ASK: Which of our two items weighs more?

RECAP: Today we used a kitchen scale to measure some apples for a pretend apple pie. How did we know when we had one pound of apples? (the pointer was on the numeral one) We also weighed some items from our classroom and then determined which item weighed more.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Measuring Things *continued*

Scaffolding Tips

Extra support ■ Ensure all children are able to see the pointer move on the scale as you weigh and remove items.

Enrichment ■ Invite children to weigh 3–5 items individually on the kitchen scale and assemble the items in a row on a table, from lightest to heaviest. It may be helpful for you to write the weight of each item on a piece of paper as a reminder. Explain that we could use a balance scale to find out which of two items weighs more. The kitchen scale tells us the exact weight of each item.

123 Center Activity

Supply both a balance scale and kitchen scale. Provide items for children to weigh and compare.

Family Child Care

Make a snack with children and invite them to help you measure the ingredients with a kitchen scale.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 4

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will understand basic reasons for child development center rules for adults.

Key Concepts

Review: Rule
Germ

Materials Needed

None

Optional Reading

Know and Follow Rules by Cheri J. Meiners M.ED.

BEGIN: Today we are going to talk about rules for adults in our child development center. We know that 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. Adults follow rules just like we do.

ASK: Who would like to remind us of one of our classroom rules?

EXPLAIN: Our family members and people who work in our center follow rules. These rules help keep children in our center safe. Let's talk about some of the rules adults follow in our center.

ASK: Have you ever seen someone who works in our center wearing gloves to change a diaper or help someone who got hurt?

EXPLAIN: Adults must wear gloves to help us with food, to help us when we are hurt, and to change a diaper. This is a rule. Adults in our center wear gloves so they don't spread germs or get germs from a child.

ASK: What can germs do to our bodies? (make us sick)

EXPLAIN: We know it is important to wash our hands to help keep us clean and protect us from germs.

ASK: What might happen if an adult did not wear gloves to change a baby's diaper?

EXPLAIN: Our family members also follow rules in our center. Our family member signs us in at the front desk each day when we arrive. This lets the people in our center know we are here. Our family member also signs us out when we leave our center each day.

ASK: Why do you think our family member signs us out each day? (so people in our center know we have left for the day)

EXPLAIN: It helps us stay safe when adults know where we are.

[*You may wish to continue discussion of other rules for adults that are pertinent to children in your center. Examples: parking in a certain place for drop off/pick up, entering/exiting through the front door only, staff counting children to make sure everyone is accounted for.*]

RECAP: Rules that help keep us safe are important in our classroom and in our center. Adults in our center follow rules to help keep us safe.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26
DAY 4

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Draw children's attention to the chart of classroom rules if they are uncertain in responding to your question about classroom rules (Self-Regulation Week 2, Day 1).

Enrichment ■ Ask children how it makes them feel when someone doesn't follow a rule.

Center Activity

Provide toy people figures and/or puppets. Invite children to show how people follow rules in your classroom or center. Example: Adults and children walk in the hallway rather than run.

Family Child Care

Encourage children to help you think of other rules for adults and children in your setting. Example: wait your turn for something, pick up toys or other things when you are finished with them.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will identify personal actions that are safe and not safe.

Key Concepts

Review: Safe

Materials Needed

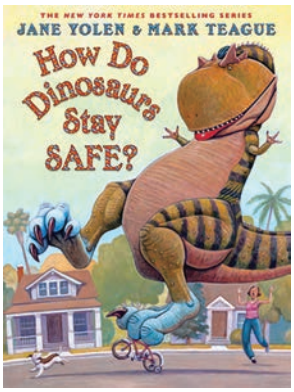
How Do Dinosaurs Stay Safe? by Jane Yolen

Also Promotes

Language/Literacy

BEGIN: We know how to stay safe in our classroom. We know that staying safe means we do not get hurt or sick or get into danger. We have rules that help us stay safe. What is one of our classroom rules that helps keep us safe? (walk)

EXPLAIN: We want to stay safe wherever we are. Today we will read a book about things some pretend dinosaurs did that were safe and some things the dinosaurs did that were not safe.



[*Display book cover.*]

Our book is called *How Do Dinosaurs Stay Safe*. The author is Jane Yolen and the illustrator is Mark Teague.

ASK:
- Is the dinosaur on the front cover of our book doing something that is safe?
- What is happening?

ACT: [*Read the book, pausing to respond to children's questions or comments.*]

ASK:
- What are some things each dinosaur did that were not safe?

  [*Turn to the book illustration of each unsafe action identified by children. Repeat and expand on what children say, drawing attention to the illustration. Ask what might happen to the dinosaur in each situation. If not mentioned by children, include discussion of the following if time permits:*
  - ❍ *climbed up high (pp. 2–3)*
  - ❍ *jumped on the bed (pp. 4–5)*
  - ❍ *raced bike with no helmet on (pp. 6–7)*
  - ❍ *stood on chairs (pp. 8–9)*
  - ❍ *ran down the stairs (pp. 10–11)]*
- What things did each dinosaur do that were safe?

  [*Again, turn to the book illustration of each safe practice identified by children. Repeat and expand upon what children say, drawing attention to the illustration. Ask why the action is safe. If not mentioned by children, include discussion of practices listed below that you think are especially important for children in your group to consider:*
  - ❍ *held hands while crossing the street and looked closely at the lights (pp. 14–15)*
  - ❍ *was careful with forks, knives, and spoons (pp.16–17)*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

Physical/ Health

- ❍ *never went with strangers (pp. 18–19)*
- ❍ *swam where dad could see him (pp. 20–21)*
- ❍ *wore a good helmet when riding bike (pp. 22–23)*
- ❍ *brought water to drink when hiking (pp. 24–25)*
- ❍ *knew how to dial 911 (pp. 26–27)]*

RECAP: Today we talked about doing things that are safe and not safe. We want to do only things that keep us safe.

Scaffolding Tips

Extra support ■ If children have difficulty thinking about what might happen to the dinosaur when he did things that were not safe, offer a connection to something that would not be safe to do in your classroom. Example: The dinosaur stood on chairs. What might happen if someone stood on a chair in the classroom?

Enrichment ■ Encourage children to think about more things that are safe and not safe to do. Examples: Playing around a stove when someone is cooking is not safe but sitting in a chair and helping stir something to eat is safe. Running and hiding in a grocery store is not safe but helping a parent push a cart and get items off the shelf is safe.

Center Activity

Provide paper and drawing/writing tools. Encourage children to draw pictures of things to do to stay safe in one of the centers in your classroom.

Family Child Care

Talk with children about reasons for kitchen safety rules at your home.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

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 R and W.

Key Concepts

New: 2-3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter R card

*Letter W 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 some letters we know by looking for them in a sentence. When we find the letters, we will also say the sound the letters make.

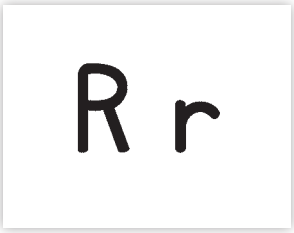
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

We have some railroad tracks in our community.]

We want to find lowercase letter r and uppercase letter W in our sentence. Let's begin with the letter r.

[*Display letter card R. Point to the lowercase r on the card.*

Encourage a volunteer child to look for and point to the lowercase letter r's in the sentence as you display the R letter card.]



What sound does the letter R make?

Yes! Letter R says /r/. Let's together say the sound of the letter R: /r/.

[*Repeat the above procedure with the letter W.*]



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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

- *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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 5

Measuring Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Measurement knowledge

Children will strengthen their understanding of weight measurement.

Key Concepts

Review: Weight
Balance scale
Scale
Pound
Ounce

Materials Needed

Balance scale
Doll
Pencil
Kitchen scale
8–10 Large blocks

Optional Reading

Just a Little Bit by Ann Tompert

BEGIN: We are learning how to compare and measure the weight of items. We know that weight is how heavy something is. This week we used a balance scale and a kitchen scale to compare and measure the exact weight of items.

EXPLAIN: We know that we can compare the weight of two items by using a balance scale. A balance scale can tell us whether one item is heavier than another item.

[*Display a balance scale.*]

ASK: How does a balance scale tell us which thing is heavier? (the side that goes down farther is heavier)

EXPLAIN: We used a balance scale to compare the weight of items from our classroom.

Let's compare the weight of a doll and a pencil.

ASK: Which do you think will be heavier?

ACT: [*Invite a volunteer child to place the item children predicted to be heavier on the balance scale first. Then place the other item on the balance scale.*]

- Which item was heavier?
- How do we know? (the side that is lower holds the heavier item)

EXPLAIN: We also learned that we can find the exact weight of something by measuring it with a scale that tells us how heavy it is. We know that a pound and an ounce are words that describe how much something weighs. We also know that an ounce is smaller than a pound.

We found the exact weight of some items in our classroom. We also weighed some apples to make a pretend apple pie.

Let's weigh some items again. This time we will weigh some blocks on our scale. Let's pretend we need four pounds of blocks to build a building.

ACT: [*Invite a volunteer child to place a block on the scale. Draw children's attention to the pointer moving down (to a higher number) when the block is added. Invite additional volunteer children to add blocks, one at a time, until the pointer on the dial is near the numeral four. Count the number of pounds together as you point to each line. Then say again the number of pounds.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Measuring Things *continued*

Now let's pretend we only need one pound of blocks to build a doghouse. Right now we have four pounds of blocks on our scale.

What should we do? (remove some blocks from the scale)

[*Invite a volunteer child to point to the numeral one on the dial of the scale and begin removing one block at a time until the pointer is close to the numeral one. Draw children's attention to the pointer as you emphasize that the group of blocks weighs less each time a block is removed.*]

Now we have one pound of blocks to pretend to build a doghouse!

RECAP: This week we learned more about measuring. We know how to compare things to determine which thing is heavier. We also know how to find the exact weight of something.

Scaffolding Tips

Extra support ■ As children predict which item will be heavier when placed on a balance scale, invite children to hold both items, each in one hand, to help them determine which is heavier.

Enrichment ■ Ask children if they use a scale at home to weigh themselves. Encourage children to discuss how the scale is different from a kitchen scale and balance scale.

123 Center Activity

Supply rulers, a balance scale, and a kitchen scale for children to explore. Provide a basket of toys to be measured.

Family Child Care

Use a scale outdoors to measure the exact weight of items. Invite school-age children to point to and count the lines on the scale to show how many pounds and/or ounces each item weighs.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 5

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will understand the basic purpose of laws in our community.

Key Concepts

New: Law

Materials Needed

*5 pictures as shown

*Printables provided

Revised: 12/1/2025

BEGIN: We are learning about rules. Yesterday we talked about some of the rules for adults at our center.

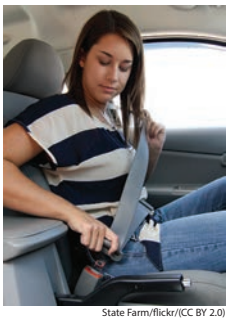
EXPLAIN: Some rules are called laws. A **law** is a rule made by people in charge of our community or country. Laws are made to keep people safe and to help us to treat people fairly.

Let's talk about some of the laws in our community.

[*Display a picture of a child in a car seat and an adult using a seat belt.*]



jinglejammer/flickr/(CC BY-SA 2.0)



State Farm/flickr/(CC BY 2.0)

In most communities there is a law that people must wear a seatbelt when riding in a car or truck. There also is a law that young children must sit in a child's car seat when riding in a car or truck.

ASK: Why do you think we have laws about seat belts and car seats? (because people could get hurt if there is an accident or the car stops suddenly)

EXPLAIN: These laws help keep us safe.

Let's look at some other pictures of people following laws.

ACT: [*Display three photos, one at a time, of people following laws. Encourage children to discuss ideas about the law and how the law helps keep us safe.*]



- This car is stopped at a stop sign. What law do you think the driver of this car is following? (stop at stop signs) How does this law keep people safe? (keeps cars from crashing into each other, cars can take turns to go) It is also a law that cars drive slowly near a school or center in our community. What might happen if a car drove quickly near a school or our center?



- This person is throwing trash into a trash can. What law do you think this person is following? (use trash cans, do not litter) How does this law keep people safe? (keeps things clean so that people don't get sick)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26 DAY 5

Exploring Where We Live *continued*

Social Studies

- This parking space is for people with a disability. A parking space for a person with a disability is closer to an entrance of a building. The law says only people with a disability can use these special parking places. What would happen if people did not follow this law? (a person with a disability might have to park further from the building and have difficulty getting to a building)



EXPLAIN: Laws also help us to treat people fairly in our community. All people must follow the laws of a community. Would it be fair if people who use wheelchairs could not go to a concert or sport's game at the center/school because they could not park close to the building?

RECAP: Today we learned that some rules are called laws. A law is made by people in charge of our community or country. Why are laws important? (they keep us safe, help us to treat people fairly)

Scaffolding Tips

Extra support ■ Discuss with children how their center or community would look if people didn't follow the law and throw things in the trash. ■ Discuss an experience you may have had when a person didn't follow a law and it directly affected you. Example: A car driver bumping into your car because he/she didn't stop for a stop sign.

Enrichment ■ Ask children if they have ever followed the rules shown in the pictures displayed earlier. Examples: Child sitting in a car seat, throwing trash in a trash can. Encourage children to describe how they followed the rule. ■ As a supplement to today's activity, take children outside to watch for cars on the road. Discuss the laws drivers need to follow while driving. Example: Drivers always need to stop at a stop sign.

Center Activity

Supply the block center with vehicles and traffic signs. Encourage children to follow driving laws when driving their toy vehicles. Examples: Stop at stop signs, stay on your own side of the road. You may also wish to make large traffic signs for outdoor use with riding toys.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 5

Exploring Where We Live *continued*

Social Studies

Family Child Care

Take a walk with children and discuss examples of people following rules. Example: Car stopped at a stop sign. Discuss how the rule keeps people safe or helps people treat each other fairly.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26

DAY 5

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will strengthen their understanding of how to stay safe in an emergency.

Key Concepts

Review: Emergency
Safe

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: Yesterday we talked about different things a dinosaur did to stay safe. One of the ways the dinosaur stayed safe was to know how to dial 9-1-1. Today we are going to talk about how we can stay safe during an emergency. We know that an emergency is a dangerous situation that needs action right away.

EXPLAIN: There are different kinds of emergencies. A fire can be an emergency.

ASK: What do we do if there is an emergency in our classroom or center? (leave the room or center)

ACT: [*Review your center's emergency procedure. Remind children of signals that tell us there is an emergency.*]

EXPLAIN: We practice our fire drill (or other evacuation procedure) so we know what to do if there is an emergency.

We do what an adult at our center tells us to do if there is an emergency at our center. Sometimes we need to move (leave our classroom) to a different space if there is an emergency. We pay attention to what we are asked to do. We use our listening ears.

ASK: What might happen if we did not use our listening ears and do what an adult tells us to do if there is an emergency?

EXPLAIN: Sometimes we might need to tell a grownup about an emergency that we see. A grownup can get help from people like the police or fire fighters.

RECAP: Today we talked about ways to stay safe in an emergency. We need to listen carefully and do what an adult tells us to do.

Scaffolding Tips

Extra support ■ Invite several volunteer children to demonstrate your classroom/center evacuation/emergency procedure. ■ Emphasize that the people in the emergency vehicle can help us when we are in danger. Remind children of community helpers who can keep us safe (Social Studies Week 22, Day 5).

Enrichment ■ Encourage children to share an experience about an emergency (perhaps in a movie or book) and how someone stayed safe.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 26
DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Center Activity

Provide toy emergency vehicles, such as firetrucks, ambulances, and police cars plus firefighter hats and related props to support children's play in helping people during an emergency.

Family Child Care

If you see an emergency vehicle go past your home, talk with children about the sound of the sirens or the flashing lights. Use this opportunity to remind children of ways to stay safe, including listening to an adult, moving away from the emergency, or telling an adult.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27 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 the beginning sound (onset) with the remaining sounds (rime) in one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter D (Days 2–5)

Mathematics

Counting Things

- How to split a group of items into two parts (Days 1–5)
- The number of items in the two parts is the same number of items in the whole group (Days 1–5)

Self-Regulation

Focusing & Remembering

- How to focus and take turns
  - *Mystery Bag* game (Day 1)
- How to follow requests by listening and taking turns
  - *Listening Bingo* game (Day 2)

Social-Emotional

Understanding Feelings

- Describing situations that might lead to particular emotions (Day 3)
- Pretending our face is showing an emotion (Day 3)

Social Studies

Exploring Where We Live

- How we get news about things that have happened or will happen in our community, country, or other places in the world (Day 4)
- How to write a news article about something that happened in our classroom (Day 5)

Science

Exploring Habitats

- Desert habitats can be very dry and mostly covered with sand and rocks (Day 1)
- How some animals and plants survive in a desert habitat (Days 2, 3)

Physical/ Health

Staying Healthy and Safe

- How to stay safe when riding in cars or trucks (Day 4)
- How to stay safe when riding a tricycle or bicycle (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

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 also will identify the name and sound of the letter W.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter W card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter W card.*]



The word "weight" begins with this letter. What is the name of this letter?

Letter W says /w/, just like in the word "weight." /w/, /w/, weight. Let's together say /w/, /w/, weight.

Who would like to tell us another word that begins with the letter W?

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?*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

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?*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

Progress Assessment

One More

123 Mathematics

3-5 YEARS

One-to-One

Skill and Goal

Number knowledge

Children will individually demonstrate their understanding that a number in the counting sequence is one more than the number before it.

Key Concepts

Review: One more

Materials Needed

*Small numeral cards 1, 2, 5, and 8 (without dots)

*Printables provided

Be Prepared: This is an **individual progress assessment** of children's knowledge of the concept of "one more." This knowledge refers to understanding that numbers have a sequential order and that each number on a number line is one more than the number before it.

In the assessment, children may report the correct number verbally or by holding up fingers. It is acceptable for children to verbally count in order to determine the correct response. However, do not suggest this strategy and do not count with the child. If the child verbally counts to determine the answer and does not report a single number that is one more, ask "Can you tell me just one number that is one more than __?"

BEGIN: We are going to look at number cards. I will show you a number and I would like you to tell me the number that comes after it.

EXPLAIN: I will show you first.

[*Place numeral card 1 in front of the child.*]

Here is the number one. Let's think about which number is one more than the number one. The number two is one more than the number one.

ACT: Now it is your turn. I will show you a card. Please tell me the number that is one more than the number on the card.

[*Place numeral card 5 in front of the child.*]

What number is one more than five?

[*Record the response on the provided form and remove the numeral card. Do not comment on accuracy of responses. Place numeral card 2 in front of the child.*]

What number is one more than two?

[*Record the response on the provided form and remove the numeral card. Place numeral card 8 in front of the child.*]

What number is one more than eight?

[*Record the response on the provided form.*]

RECAP: We looked at some numbers and you told me the number that was one more. You worked so hard!

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

DETERMINING EACH CHILD'S PERFORMANCE

Determine the child's understanding of the concept of one more. Record your designation on the provided form. Options are as follows:

Got It Child correctly identifies the number that is one more than each of the three numbers that are shown separately.

Getting It Child correctly identifies the number that is one more than one or two of the three numbers that are shown separately.

Not Yet Child does not correctly identify the number that is one more than any of the three numbers that are shown separately.

FOLLOW-UP LEARNING SUPPORTS FOR THE CONCEPT OF ONE MORE

Reinforce

The following activities are designed to support children who demonstrate an understanding that a number in the counting sequence is one more than the number before it (Assessment = Got It). These supports also may be appropriate for children who are developing an understanding of this skill when additional support is provided (Assessment = Getting It).

- Give children a group of objects. Then provide one more of the object and ask how many objects they have.
- Encourage children to think about the number that comes before a certain number and talk about how that number is one less than the number after it.
- Use number lists to reinforce children's knowledge of number order. Cover one of the numbers on the list and ask children which number you are hiding.
- The beanbag activity offered in Week 21, Day 4 is an appropriate way to help children identify which number is one more than another number. Have a number chart available for children to refer to.
- Help children identify the number that is one more than another number on a number chart. The number chart activity in Week 21, Day 5 is appropriate for this.
- Encourage children to practice forming groups of items that are 1 more than a certain number. The number basket activity offered in Week 22, Day 4 is appropriate.
- The Week 22, Day 5 activity plan offers a range of brief activities for reviewing the concept of "one more."

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Reintroduce

The following activities are designed to support children who do not yet show evidence of understanding the number after concept (Assessment = Not Yet).

- Repeat the Week 23, Day 1 activity plan. The Week 22, Day 3 activity (*Momma Frog Says!* game) is another engaging option.
- Repeat the Week 21, Day 2 activity plan, which uses the number list. You may wish to use numeral cards in sequential order.
- In general, use numbers 1–5 for reintroducing the concept of "one more." Move to numbers 6–10 after children demonstrate an understanding of "one more" with numbers 1–5.

SAMPLE PORTFOLIO ENTRIES

Got It

Children in our classroom are learning that a number on the number line is one more than the number before it. This important skill helps children begin to develop early addition skills. I recently assessed Calvin's understanding of this concept. Calvin correctly identified the numbers that are one more than 2, 5, and 8. We are offering Calvin learning opportunities to reinforce his knowledge of the "one more" concept.

Getting It

Children in our classroom are learning that a number on the number line is one more than the number before it. This important skill helps children begin to develop early addition skills. We recently assessed Antonio's understanding of the concept of "one more." Antonio correctly identified that three is one more than two, and six is one more than five. Antonio did not seem ready to identify that nine is one more than eight. We are offering follow-up learning experiences to strengthen Antonio's understanding of "one more."

Not Yet

Children in our classroom are learning that a number on the number line is one more than the number before it. This important skill helps children develop early addition skills. We recently assessed Sarah's understanding of this concept. Sarah did not seem ready to identify numbers that are one more than the numbers I showed her. We are offering follow-up opportunities to reintroduce Sarah to the concept of "one more" and will assess her progress after she has more time to learn about "one more."

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand that a group of items can be split into two parts that together contain the number of items in the original group.

Key Concepts

New: Split
Part

Review: Equal

Materials Needed

6 identical blocks

Optional Reading

1 Hunter by Pat Hutchins

BEGIN: Raise your hand if you are four years old. Let's all of us clap four times! Today we are going to look closely at the number four. Let's hold up four fingers.

EXPLAIN: There is another way we can hold up four fingers. Watch how we can hold up four fingers using two hands.

[*Hold up two fingers on one hand and two fingers on another hand.*]

ASK: How many fingers am I holding up all together?

EXPLAIN: Let's count them.

[*Encourage children to count with you as you count the total number of fingers.*]

I am holding up four fingers all together!

I am holding up two fingers on one hand and two fingers on the other hand. Each hand is holding up the same number of fingers. They are equal.

ACT: Let's all hold up four fingers in the same way.

[*Show your fingers as a model. Wait supportively for children to put up fingers as requested. Help if appropriate.*]

EXPLAIN: We can make a group of four with two hands.

Now I am going to make a group of four in another way. I am going to hold up three fingers on one hand and one finger on the other hand.

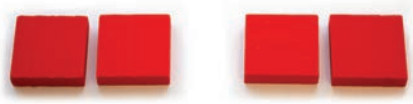
ASK: How many fingers do I have all together? (four)

ACT: Let's all hold up four fingers in the same way.

[*Show you fingers as a model. Wait supportively for children to put up fingers as requested. Help if appropriate.*]

EXPLAIN: Now I am going to put four blocks in front of me. I want to split the group of four blocks into two equal parts. When we **split** something, we divide it into smaller parts. A **part** is a piece of something, but not all of it. Watch as I split the blocks by putting two blocks on one side and two blocks on the other side.

[*Count aloud as you move blocks to each smaller part.*]



Now we have two smaller equal parts. Remember, equal means each side has the same amount.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

ASK:
- Do we still have four blocks all together?
- What is another way we can split up four blocks into two parts?

[*Try children's suggestions by moving the blocks so all children can see your actions. Describe your movement of blocks. After each arrangement, ask if there are still four blocks all together.*]

EXPLAIN: Now let's work with a group of six blocks.

[*Place six identical blocks in front of you.*]

ASK:
- How can we split up the group of six blocks into two equal parts?

  [*Try children's suggestions by moving the blocks so all children can see your actions. If a child's suggestion does not involve two groups of three blocks each, remind children of the meaning of equal and ask how the blocks could be moved so there are two equal parts. Form two parts of three blocks each.*]
- How do we know both parts are equal? (they both have the same number of blocks)
- Are there still six blocks all together?

  [*Confirm there are six blocks total by pointing to and counting each block.*]

RECAP: Today we learned that a group of items can be split into two parts. When we count all of the items in the two parts the amount is the same number as the first group.

Scaffolding Tips

Extra support ■ As children hold up the correct number of fingers on each hand, point to the fingers as you count together. ■ It may be helpful for some children to manipulate the blocks by first counting aloud each block in the original group, then split (move) the blocks into two parts, and finally count aloud the number of blocks in both parts. ■ If children seem confused about splitting a group of six, focus on splitting groups of four.

Enrichment ■ Ask children if they can think of a way to split a group of three or five items. Encourage children to think about whether a group of three items or a group of five items can be split into equal parts. ■ Continue inviting children to split up groups of items to eight. The parts do not need to be equal.

123 Center Activity

In the block center provide a group of up to 10 blocks and ask children to share the blocks by splitting the group into two parts.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Family Child Care

Encourage children to split food into equal groups at lunch or snack time. Example: There are two children eating a snack. Give the children one group of six berries and invite them to split the berries equally among both children.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Be Prepared: If time permits, offer *Musical Simon Says* from Week 25, 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 25, 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 and sounds to identify a mystery item. Children also will strengthen their understanding of taking turns.

Key Concepts

Review: Focus
Mystery

Materials Needed

- Brown paper bag
- 1–3 items to hide in the bag
- Large paper
- Writing tool

BEGIN: Today we will play a game we've played before. The game will help us practice how to focus and to take turns. What does it mean to focus? (to concentrate on something)

EXPLAIN: Our game is called *Mystery Bag*. Remember, a mystery is something that is unknown. The game is called *Mystery Bag* because we do not know what is in the bag.

[*Display bag with item secretly placed inside.*]

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 we would find inside our home or something we would find outside.

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 shape is it?" "Is it heavy?"*

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 an animal, write the word "animal" or draw a picture of a kind of animal. 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 game called *Mystery Bag*. 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.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

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 science 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 1

Exploring Habitats

Science

3-5 YEARS

Small Group

Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a desert habitat, including sand.

Key Concepts

New: Desert
Survive
Sand

Review: Habitat

Materials Needed

*2 pictures as shown

Small white bowls—1 per child

Sand

Magnifying glasses—1 per child

*Printables provided

Be Prepared: Put a small amount of sand in each bowl.

BEGIN: We know that a habitat is a place where certain types of animals and plants live. Last week we learned about water habitats.

EXPLAIN: The habitat we are going to talk about today is covered with rocks and sand and can be very hot during the day.

ASK: Who has an idea about which habitat this might be? (desert)

EXPLAIN: It is a desert habitat! The **desert** is a very dry place where many plants cannot grow. There is very little rain in the desert. The animals and plants that live in the desert can survive with very little water. **Survive** means something can live. Let's look at some pictures of a desert habitat.

[*Display two pictures of a desert habitat.*]





ASK:

- What do we see in these pictures of a desert habitat? (sand, cacti, etc.)
- Do we live in a desert habitat?
- Have you ever been to a desert? What was it like?

EXPLAIN: A desert is mostly covered in sand and rocks. **Sand** is made up of very small rocks or shells. Wind and water blow onto the rocks and shells and turn them into sand. It takes a very long time for rocks and shells to become sand.

Many animals and plants in a desert habitat live in the sand. We've played with sand. Today we are going to look closely at some sand so we can learn more about it.

ASK:

- What kind of tool should we use to look at something very closely? (magnifying glass)
- Do you remember when we used a magnifying glass to observe ice cubes?
- How did the magnifying glass help us to see the ice cubes better? (made them look bigger, could see small holes and cracks)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science

ACT: [*Give each child a magnifying glass and a small white bowl containing a small amount of sand.*

Encourage children to observe the sand in their bowl with the magnifying glass.]

- What does the sand look like? (small, like rocks, etc.)
- Let's feel the sand. What does the sand feel like? (hard, smooth, etc.)

RECAP: Today we learned that the desert is a habitat that can be very dry. A desert is mostly covered with sand and rocks. We felt sand and looked closely at sand with our magnifying glasses to learn more about it.

Scaffolding Tips

Extra support ■ If appropriate, help children hold the magnifying glass the proper distance from the sand to get a good view.

Enrichment ■ Ask children where we might find sand in a water habitat (on the beach, at the bottom of the ocean, etc.).

Center Activity

Fill the sensory table or a tub with sand. Add small toy desert animals (lizards, snakes, etc.). Provide magnifying glasses for children to use to better observe the sand. If possible, provide different types of sand for children to compare. Examples: play sand, dry mason sand, paver sand.

Family Child Care

If you have access to the Internet, children may be interested in looking at microscopic pictures of sand.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will change the initial sound (onset) of the word "pig" to make a different word, and will identify the remaining sounds (rime). Children also will identify and name the letter D.

Key Concepts

Review: Beginning sound
Dance

Materials Needed

If You Give a Pig a Pancake by Laura Numeroff

*2 picture cards as shown

Chart paper

Marker

*Letter D card

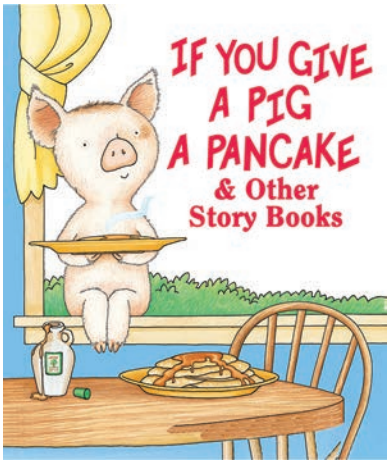
Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to read a book called *If You Give a Pig a Pancake*. The author of the book is Laura Numeroff and the illustrator is Felicia Bond.

[*Display book cover.*]



ASK:
- What do you think our book might be about?
- Do you think pigs really eat pancakes?

EXPLAIN: Let's think about the title of our book.

[*Read title again as you point to each word.*]

We can hear the same beginning sound in the words "pig" and "pancake." Remember, we call the first sound we hear in a word the beginning sound.

ASK: What beginning sound do we hear in the words "pig" and "pancake"? (/p/)

EXPLAIN: Let's say the /p/ sound together.

The word "pig" has the "ig" sound at the end of the word. Let's together say the "ig" sound we hear at the end of "p-ig."

ACT: [*As you read the book, highlight the beginning /p/ sound and the "-ig" sound each time it occurs. Example: "If you give a p-ig a pancake, she'll want some syrup to go with it."*]

EXPLAIN: We heard the word "p-ig" many times when we read our book. I am going to write the word "pig" on our chart paper.

[*Write the word "pig" at the top of a chart paper and display picture card of a pig.*]

ACT: Let's say together the beginning sound we hear in the word "pig." (/p/)

EXPLAIN: We can make a new word if we begin the word with the /w/ sound instead of the /p/ sound.

Our new word is "w-ig."

Let's together say the word "wig."

[*Write the word "wig" on the chart below the word "pig."*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Display picture card of a wig.]



ASK: What letter makes the /w/ sound? (W)

EXPLAIN: The letter W makes the /w/ sound. We made a new word by changing the beginning sound of the word "pig." We changed the /p/ sound to the /w/ sound at the beginning of the word "pig." Our new word is "wig."

ACT: Let's say the words "pig" and "wig" several times. Please listen carefully to the beginning sound of each word.

[*Lead children in saying "pig, wig, pig, wig, pig, wig." Emphasize the beginning sound each time you say a word.*]

[*Display picture cards of pig and wig.*]



We changed the beginning sound of the word "pig" and ended up with the name of a very different thing. Look at our pictures of a pig and wig.

ASK: What sounds do we hear at the end of the words "p-ig" and "w-ig"? (ig)

EXPLAIN: Pig and wig both have the "ig" sound! Making new words is fun!

Now we are going to learn a different letter of the alphabet.

[*Display letter D card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter D. We can write the letter D in two ways. We can write the letter D like this.

[*Demonstrate writing an uppercase D at the top of a chart paper.*]

This is an uppercase D.

We can also write the letter D like this.

[*Demonstrate writing a lowercase t at the top of a chart paper.*]

This is a lowercase d.

We are learning different ways to use our body to dance. Last week we created dance movements by moving our arms and legs.

The word "dance" begins with the letter d. I will write the word "dance" on our chart. I am going to write "dance"with a lowercase (small letter) d.

[*Say each letter as you write the word. Emphasize d.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Let's all say the word "dance."

[*Invite a volunteer child to point to the letter d in the word "dance."*]

Let's look at the very first letter of our name. Pop up if you have the letter D 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 D at the beginning of their name. If there are children whose name begins with the letter D who do not stand, point to the letter D on their name card. Compare the letter D in their name as you hold the letter D card next to their name card.*

If no one in the group has a first name beginning with the letter D, say "No one popped up because no one has a name that starts with the letter D." 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 D.

If a child indicates there is a letter D 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 d that appears somewhere else in a child's name.]

RECAP: Today we read the book *If You Give a Pig a Pancake*. How did we change the word "pig" to the word "wig"? (changed the beginning sound to /w/) We made a new word by changing the beginning sound. Pig and wig are very different things. The words "pig" and "wig" have different beginning sounds. But the words "pig" and "wig" have the same remaining sounds. What sounds do we hear at the end of the words "pig" and "wig" (ig).

We also learned about the letter D. What word begins with the letter d? (dance)

Scaffolding Tips

Extra support ■ Point to the letters "ig" on the picture cards of a pig and wig to help illustrate that both words end with "ig." ■ Children may benefit from a review of the meaning of the word "wig." A wig is a covering for the head made of real or fake hair.

Enrichment ■ Encourage children to think of "silly" words that can be made by substituting the letter P in the word "pig" with a different letter. (hig, sig, mig, tig, etc.)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 2

Understanding Letters *continued*

Language/ Literacy

Center Activity

Provide the book used in today's activity, and *picture card of a wig. Encourage children to replace the word "pig" with the word "wig" as they retell the story. Example: "If you give a wig a pancake, she'll want some syrup to go with it."

*Printables provided



Family Child Care

Invite school-age children to read to younger children the book used in today's activity. Encourage children to substitute the word "pig" with "silly" words that have the "ig" sound as they read 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding that a group of items can be split into two parts that together contain the number of items in the original group.

Key Concepts

New: Whole

Review: Part
Split

Materials Needed

4 identical blocks

2 hula-hoops

Music

Music player

BEGIN: Yesterday we split a group of items into two smaller parts. Remember, a part is a piece of something, but not all of it. Who would like to show us how to split a group of four blocks into two groups?

[*Describe how the volunteer child split the group of four blocks. Point out that the two parts still have four blocks when counted all together.*]

EXPLAIN: Today we are going to play a game with hula-hoops. We will practice splitting a group of children into two parts during our game. Remember, when we split something, we divide it into smaller parts.

[*Lay two hula-hoops on the floor.*]

We will need a group of four children to play the first round of the game.

ACT: [*Invite a group of four volunteer children to stand next to the hula-hoops. Encourage the remaining children to remain seated on the floor.*]

Let's count the number of children in our group before we begin the game.

[*Encourage all children to count together the group of four children as you gently tap each on the shoulder.*]

ASK: How many children are in our group? (four)

EXPLAIN: We have four children in our whole group. A **whole** group contains all of something. Our whole group contains all of the children.

Now we will play some music. The group of four children will dance around the hula-hoops when the music is played. Each child in the group of four needs to stand in one of the hula-hoops when the music stops. You can stand in either hula-hoop. Let's try it.

ACT: [*Play music and invite the group of four children to dance around the hula-hoops. Turn off the music and encourage the group of children to split themselves between the two hula-hoops.*]

Our whole group of four children is split into two smaller parts. Each hula-hoop is one part of our whole group.

- How many children are in the first hula-hoop?
- How many children are in the second hula-hoop?
- Are the two parts equal?

Let's count the number of children we have all together.

Yelm® Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Encourage children to count as you gently tap each of the four on the shoulder.*]

How many children do we have all together? (four) We still have four children!

Now we will try the game again with a different number of children.

[*Choose a group of five volunteer children for the second round. Follow the procedure above as children play the game a second time.*]

RECAP: Today we used hula-hoops to practice splitting a group of children into two parts. What did we do each time our whole group of children split themselves into two parts? (counted each part, counted both parts together)

Scaffolding Tips

Extra support ■ If children need additional experience in counting a group of children, invite them to lightly tap children on the shoulder as each group is counted. ■ If children have difficulty counting on from one part to the second part, model counting on. Example: "When we count the two parts together we count 1, 2, 3, 4."

Enrichment ■ If the group of four children splits into a part of one and a part of three, ask how many children would need to be in the smaller part so it is equal to the other part.

123 Center Activity

Provide a group of up to 10 manipulatives. Ask children to share the manipulatives by splitting the group into two smaller parts.

Family Child Care

School-age children may enjoy taking turns playing the music for the game.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Be Prepared: Before the activity, use an audio recorder to record sounds from around your home, classroom, or playground. Examples: toilet flushing, dog barking, person laughing, washing machine. 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, classroom, or playground, 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 27, 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 27, Day 1. 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 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)

Music player

BEGIN: Today we will play a game we've played before called *Listening Bingo*. The game will help us practice how to focus and to take turns. What does it means to focus? (to concentrate on something)

ASK: What part of our body will we will use for this game? (ears)

EXPLAIN: I have recorded some sounds. We will listen 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 at our center?*
- *Is this a sound you might hear when we play outside?*

Continue until each child has had a chance to guess a sound.]

RECAP: Today we played a 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?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

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 when we have lunch."

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 outside 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 honking car horn.

Family Child Care

Encourage families to continue playing *Listening Bingo* at home. Suggest families make noises from places children have visited. Examples: zoo, park, airport.

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 2

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand how some animals and plants survive in a desert habitat.

Key Concepts

Review: Desert
Survive
Sand

Materials Needed

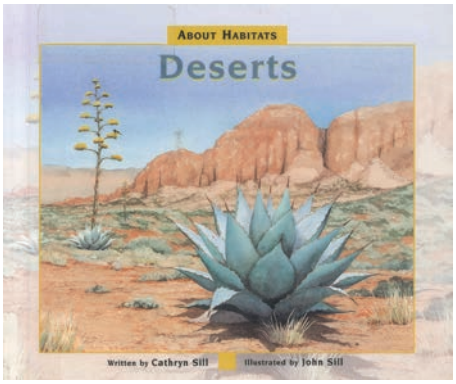
About Habitats: Deserts by Cathryn Sill

Also Promotes

Language/Literacy

BEGIN: Yesterday we learned that the desert is a very dry habitat where many plants cannot grow. Sand covers the ground of a desert. Today we will read a book to learn more about a desert habitat.

EXPLAIN: [*Display book cover.*]



Our book is called *About Habitats: Deserts*. The author of our book is Cathryn Sill.

ASK: What do we see on the front cover of our book?

ACT: [*Read the book, pausing to describe illustrations, respond to children's questions, and define novel words (see Extra Support tip). After reading the book, display specific pages in the book when asking the following questions:*]

- What are some of the things animals in the desert do to survive? Remember, survive means something can live. (they go a long way to find water, burrow underground or find shade when it is hot, some hunt only at night, some wait until it rains to move around)
- How do plants survive in the desert? (their roots have special ways of gathering and storing water, some can store water in their stems, some are covered with wax to keep the water in their stems and leaves)

RECAP: The desert is a dry habitat with very little rain.

One of the animals in our book today was a fennec fox. We learned that the fennec fox hunts and eats only at night when it is cooler outside.

[*If time permits, teach the adjacent song:*]

I'm a Little Fennec Fox
(*Sing to the tune of I'm a Little Teapot*)

I'm a little fennec fox,
in the hot desert sand.
I can sleep all day in the hot desert land.
When the stars come out,
and the air cools down,
I hunt for food above the ground.

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Scaffolding Tips

Extra support ■ Help children learn several words in the book they may not know. Burrow is a hole or tunnel made by an animal in the ground (discussed in Week 28). Moisture means water. ■ In the discussion of animals and plants after the book reading, reread or paraphrase pertinent information in the book, as appropriate. Point to and describe pictures that pertain to the discussion.

Enrichment ■ Invite children to describe some of the characteristics of their favorite desert animal featured in the book.

Center Activity

Provide green play dough, toothpicks, and the book picture of the Fishhook Barrel Cactus. Invite children to create their own cactus.

Family Child Care

School-age children may enjoy learning more about a desert by reading additional information at the end of today's book.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

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 D.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter D card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

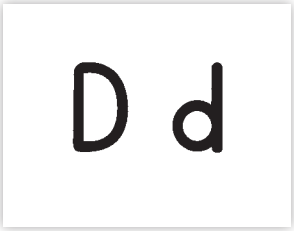
*Printables provided

BEGIN: [*Display letter D card.*]

What is the name of this letter?

[*Point to the uppercase letter D on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter D?



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 3

Counting Things

123 Mathematics

Be Prepared: Today's activity would benefit from the help of another adult.

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will deepen their understanding that a group of items can be split into two parts that together contain the number of items in the original group.

Key Concepts

Review: Whole
Equal

Materials Needed

*Part-part-whole mats—1 per child

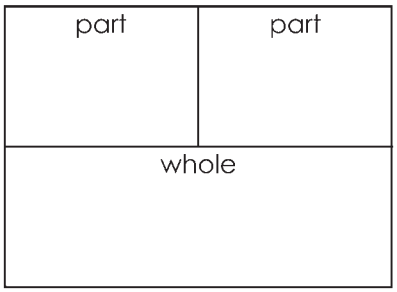
Counters—7 per child

*Printables provided

BEGIN: Yesterday we learned that a whole group of items can be split into parts. When we count the items in the parts together we have the same amount as the original whole group.

EXPLAIN: Today we will use a special mat to split groups of items.

[*Give each child a part-part-whole mat.*]



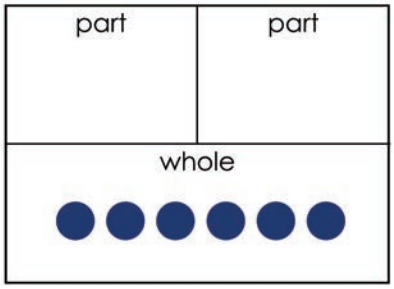
We can use these mats to split a whole group of items into two parts.

[*Point to each section of the mat as you describe it.*]

The mat has a place for the whole group and sections for the two parts.

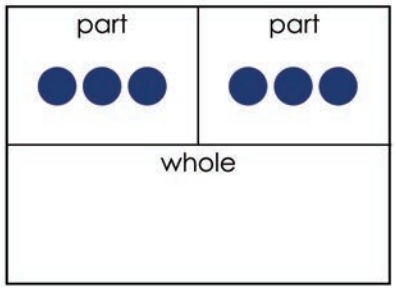
Each of us will get six circles (counters). Please place all of your circles in the "whole" section of your mat. The "whole" section is at the bottom of our mat. The "whole" section is the whole group. The whole group includes all of the circles.

ACT: [*Give each child six counters. Observe as children place the six counters in the "whole" section of their mat. Help if appropriate.*]



Now let's split our whole group of circles into two equal parts. The parts of our mat are at the top of our mat. Remember, equal means the groups are the same.

[*Encourage children to split the group of six counters into two equal parts. Observe and help, if appropriate.*]



How many circles are in each of our two parts? (three)

Let's count our two parts to be sure we still have six circles all together.

[*Invite children to count the two parts all together.*]

How many circles do we have all together? (six)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

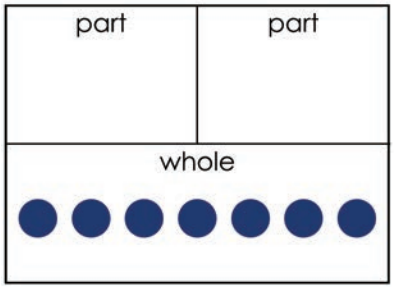
Let's move our circles back to the whole section. Then each of us will get one more circle.

[*Distribute one counter to each child.*]

Each of us will have seven circles in our whole group. Let's count to be sure we have seven.

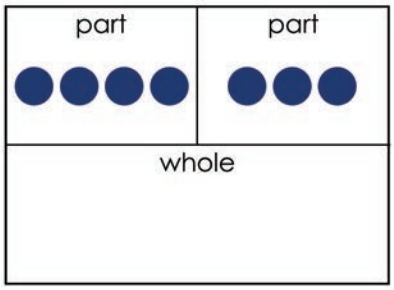
[*Encourage children to count their seven counters.*]

Let's split our seven circles into two parts. Let's put three circles in one section of our mat and four circles in the other section. Remember, the parts of our mat are at the top part of the mat.



[*Observe children as they split their group of seven counters. Help if appropriate.*]

How many circles do we have in our two parts when we count them all together?



We still have seven!

Let's move all of the circles to the whole section of our mat again. We will have seven circles in the whole section.

Is there another way to split your seven circles into two parts? Try it on your mat.

[*Observe children as they split their group of seven counters into two parts. Help as needed. Encourage children to describe how they split their seven counters.*]

RECAP: Today we used special mats to split up groups of circles. Sometimes we had equal parts. Sometimes we did not have equal parts. We always had the same number of circles all together.

Scaffolding Tips

Extra support ■ If children are unsure of how to split the whole group of counters on their own, give them suggestions to try. ■ If children have difficulty counting on from one part to the second part, model counting on. Example: "When we count the two parts together we count 1, 2, 3, 4, 5, 6, 7."

Enrichment ■ If children easily split a group of seven, give them two more circles to make a group of nine for splitting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

123 Center Activity

Supply play dough and *part-part-whole mats. Invite children to use balls of play dough to make a whole group for the bottom section of the mat. Then invite children to think of ways to split their whole group of play dough balls and place the balls in the part sections of the mats.

*Printables provided

Family Child Care

Invite school-age children to split a group of items and describe how the splitting was done. Encourage younger children to count the parts to make sure the sum of the parts equals the whole.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 3

Understanding Feelings

Social-Emotional

Be Prepared: Arrange up to 12 children in a circle with the basket of feelings cards in the center. Place the cards face down.

3-5 YEARS

Small Group

Skill and Goal

Emotion knowledge

Children will describe a situation that might lead to a particular emotion.

Key Concepts

Review: Emotion

Materials Needed

*Feelings cards

Basket

*Printables provided

Optional Reading

Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis

BEGIN: Last week we read a book about things that happened to a boy. He was not able to play outside because it rained, he burped when he drank his chocolate milk real fast, and he went to a favorite playground. Each of the things that happened made the boy feel a different emotion.

EXPLAIN: We have feelings about things that happen and things we think might happen. Today we will look at pictures of faces that show different emotions. We will take turns telling what the person in the picture might be feeling. We also will talk about why the person in the picture might be feeling a certain way.

ACT: [*Invite a child to pick a card from the basket and say what the person in the picture is feeling. Ask the child to show the card to others in the circle.*

- *Encourage the child to share an idea about why the person in the picture may be feeling (emotion). Example: "Why might someone feel (emotion)?"*
- *Invite all children to pretend to feel (with their facial expression) the way the person in the picture feels. Example: "Please show us a (emotion) face.*
- *Ask the child to return the picture card to you. Do not return cards to the basket.*
- *Provide each child a turn, going in the order in which children are seated.*]



RECAP: We took turns looking at pictures of children showing different types of feelings. We talked about why someone might feel each emotion. We also pretended our face was showing an emotion.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 3

Understanding Feelings *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ If a child has difficulty thinking of a situation that could lead to the identified emotion, invite children to share their ideas. ■ A child may wish to take a pass when it is his/her turn. Offer a turn after all other children have had an opportunity to pick and discuss a card. ■ Remind children there are different ways our faces can show the same feeling.

Enrichment ■ If time permits at the end of the picture card discussions, invite children to identify and show (with facial expressions) an emotion not included in the cards. Encourage children to describe why someone might feel the emotion they have identified.

Center Activity

Provide the basket of *feelings cards used in today's activity. Encourage groups of 2–4 children to work with the cards. Invite children to take turns describing a situation that could lead to a particular emotion without saying the emotion. Encourage other children to try to find a card(s) that shows the emotion. If the emotion is not shown on a card, children can show what the emotion might look like using their own face.

*Printables provided

Family Child Care

At the end of the activity (or at another time during the day), invite children to sort the 12 *feelings cards into two groups: feelings that make us feel good inside and feelings that make us feel not so good inside.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 3

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will strengthen their understanding of how some animals survive in a desert habitat.

Key Concepts

Review: Survive

Materials Needed

*4 pictures as shown (1 shown in Enrichment tip)

About Habitats: Deserts by Cathryn Sill (see Extra Support tip)

*Printables provided

Optional Reading

Desert Night Desert Day by Anthony D. Fredericks

BEGIN: Yesterday we learned about how some desert animals survive without food and water for long periods of time. Remember, survive means something can live.

ASK: What is one way a desert animal can survive in the hot sun? (stay underground or in the shade during the day, look for food at night when it is cooler)

EXPLAIN: Let's look at some pictures of desert animals.

[*Display each picture, one at a time, as you explain how an animal eats and gets water.*]





John Martin



Drew Avery/flickr.com/(CC BY 2.0)

- Snake: What is the first animal? Snakes eat lizards and other small animals in the desert. They drink only a little water and sometimes they don't drink any water.
- Camel: What is the name of this animal? Camels' mouths are tough. Camels are able to eat some desert plants and twigs in the desert. Camels can go for a very long time (months) without drinking water. A camel's humps are filled with fat.
- Fennec fox: Do you remember the name of the next animal? The fennec fox eats insects and small animals in the desert. Fennec foxes can live for years without water!

All of these animals get water from the foods they eat.

ACT:

- Let's pretend we are a snake in the desert. Let's move like a snake!
- Camels can run very fast. Let's run in place like a camel.
- The fennec fox is fast. Let's run very fast in place like a fennec fox.

RECAP: Animals that live in the desert are able to live for a long time without drinking water. Some desert animals never drink water. Animals that live in the desert have amazing characteristics that help them survive!

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27
DAY 3

Exploring Habitats *continued*

Science

Scaffolding Tips

Extra support ■ Display pictures of desert plants included in the book used on Day 2. Explain how a camel's mouth must be tough in order to eat plants with sharp spines.

Enrichment ■ Explain that camels use the fat in their humps as food if they do not find things to eat. Baby camels do not get humps on their backs until they start eating solid food. ■ Ask children to think of foods we eat that give us water. Many of these foods would be "juicy." (fruits, vegetables, etc.) ■ Explain that a scorpion is another animal that lives in the desert. A scorpion has pincers and a poisonous stinger at the end of its tail. Explain that pincers are the front claws of some animals. A poisonous stinger can make other animals very sick.



Center Activity

Supply toy desert animals in the sand table. Encourage children to construct a desert habitat.

Family Child Care

Place a blanket on the floor and invite children to pretend they are a desert animal hiding underground from the desert heat. School-age children may enjoy making a book of desert plants and animals.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will change the initial sound (onset) of the word "pig" to make different words with the remaining sounds (rime). Children also will understand the name and sound of the letter D.

Key Concepts

Review: Beginning sound

Materials Needed

If You Give a Pig a Pancake by Laura Numeroff

"Ig" chart created on Day 2

*2 picture cards as shown (see Extra Support tip)

Chart paper

*Letter D card

*4 letter D picture cards

Letter D chart from Day 2

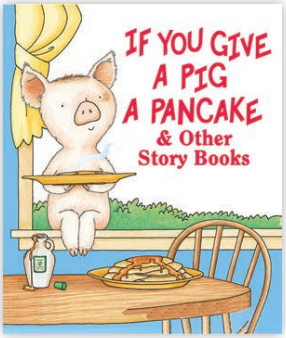
Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: [*Display book cover. Pause briefly between the /p/ and /ig/ sounds when you offer the two parts of the word "pig."*]



We have fun reading this book. I am going to say the two parts of one word from the title of our book. Please try to figure out the word. The two parts of the word are "p-ig." What is the word? (pig)

EXPLAIN: On Day 2 we changed the beginning sound of the word "pig" to make a new word. Our new word was "wig." We know the words "pig" and "wig" mean different things. We wrote the words "pig" and "wig" on our chart.

[*Display chart created on Day 2. Point to and say the words "pig" and "wig."*]

Let's say the two words on our chart.

ASK:

- What beginning sound do we hear in the word "pig"? (/p/)
- What beginning sound do we hear in the word "wig"? (/w/)
- What sounds do we hear at the end of the words "pig" and "wig"? (/ig/)

ACT: [*Write the three new words on the chart as you introduce them below.*]

Let's make some more words by changing the beginning sound of the word "pig."

We can try the /b/ sound. What word can we make by using the beginning sound of /b/ instead of the /p/ sound of the word "pig"? (big)

Let's say the word "big" together.

[*Emphasize each of the sounds: b-ig. Invite children to repeat the word several times and to pay attention to its sounds.*]

Do the words "pig" and "big" mean the same thing? (no!) We made a totally new word by using the /b/ sound at the beginning of our word.

Now let's try the /d/ sound. Today we will learn the letter D says /d/. What word can we make by using the beginning sound of /d/ instead of the /p/ sound of the word "pig"? (dig)

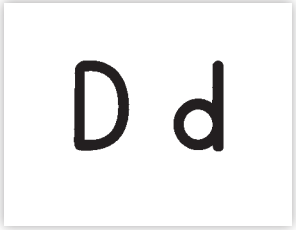
Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Do the words "dig" and "pig" mean the same thing? (no!) We are getting good at making new words by using a different beginning sound of the word "pig"!

EXPLAIN: Let's learn more about the letter D.



[*Display letter D card.*

If a child(ren) whose name begins with the letter D 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 D when you say the name.]

Maybe someone in our group has the letter d somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase d and it will look like this.

[*Point to the lowercase d on the letter card.*]

Pop up if you have the letter d somewhere else in your name (not at beginning).

[*If a child has the letter d somewhere else in his/her name, point to the name and to the letter d on the list of children's first names so all children can see the name and the letter d.*]

ASK: What is our word that begins with the letter D? (dance)

ACT: The letter D says /d/, just like at the beginning of the word "dance." /d/, /d/, dance. Let's say that together: /d/, /d/, dance.

I have two pictures of things that begin with the letter D. I wonder what they could be?





Victoria Surette/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 dog. The letter d 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 D and write them on our chart. Remember, the letter D says /d/, /d/.

[*Help children by suggesting other words that begin with d. Examples: disappointed, dinner, disgusted, dairy.*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Invite one or more volunteer children to find the letter d 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 D on your chart paper.]

We use two lines to make an uppercase D. We begin by making a straight line up and then a curved line.

[*Give each child his/her letter journal.*]

Now we are going to write the letter D in our letter journal. Please write the uppercase (big) letter D in your journal. Write as much of the letter as you can.

RECAP: Today we made new words by changing the beginning sound of the word "pig." The new words are on our chart. Let's say them together. What sounds do we hear at the end of the new words we made? (/ig/)

We also learned that the letter D says /d/, just like at the beginning of the word "dance." We made the uppercase (big) letter D in our letter journal. Let's say together the sound the letter D makes (/d/).

Scaffolding Tips

Extra support ■ Children may benefit from a reminder that the first sound we hear in a word is called the beginning sound. ■ When you review the Day 2 chart, use the *pig and wig picture cards if it seems children are unclear about differences between the two words. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.


pig


wig

Enrichment ■ Say the book title with one or more of the new words made today (big, dig) instead of the word "pig." Ask children whether the title makes any sense with the new word. ■ Some children may be interested in your demonstrating and describing how to make a lowercase d. Example: "A lowercase d is made with a curved line and then a straight line down."

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 4

Understanding Letters *continued*

Language/ Literacy

Center Activity

Provide the book used in today's activity, and *picture card of dig. Encourage children to replace the word "pig" with the word "dig" as they retell the story. Example: "If you give a dig a pancake, she'll want some syrup to go with it."



dig

*Printables provided

Family Child Care

Invite school-age children to draw pictures of silly words made by substituting the beginning sound /p/ in "pig" with a different beginning sound. Invite school-age children to share their silly word pictures with younger children.

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding that a group of items can be split into two parts that together contain the number of items in the original group.

Key Concepts

Review: Split
Whole

Materials Needed

2 hula-hoops

Music

Music player

*Large numeral cards 1–6

*Printables provided

BEGIN: We are learning how to split a whole group of items into two parts.

EXPLAIN: Today we are going to play our hula-hoop game again. We will practice splitting a group of children into two parts during the game. Remember, when we split something, we divide it into smaller parts. This time we will change the game a little by using our number cards.

[*Lay two hula-hoops on the floor and display large numeral cards 1–6.*]

We will need a group of six children to play the first round of the game.

ACT: [*Invite a group of six volunteer children to stand next to the hula-hoops. Encourage the remaining children to remain seated on the floor.*]

Let's count the number of children in our group before we begin the game.

[*Encourage all children to count together the group of six children as you gently tap each on the shoulder.*]

EXPLAIN: We have six children in our whole group. We know a whole group contains all of something.

Now we will play some music. The group of six children will dance around the hula-hoops when the music is played. Each child in the group of six needs to stand in one of the hula-hoops when the music stops. You can stand in either hula-hoop. Let's try it.

ACT: [*Play music and invite the group of six children to dance around the hula-hoops. Turn off the music and encourage the group of children to split themselves between the two hula-hoops.*]

Our whole group of six children is split into two smaller parts. This time when we count the number of children in each part, we will find the number card that matches the number of children in the part.

- How many children are in the first hula-hoop?
- Who would like to find the number card that matches the number of children in the first hula-hoop?

[*Invite a volunteer child who is in the first hula-hoop to find the matching numeral card and hold it up as he/she stands in the first hula-hoop.*]

How many children are in the second hula-hoop?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Invite a volunteer child who is in the second hula-hoop to find the matching numeral card and hold it up as he/she stands in the second hula-hoop.*]

We have ___ children in one hula-hoop, and ___ children in another hula-hoop.

How many children do we have all together?

[*Encourage children to count both groups of children all together as you gently tap each of the six on the shoulder.*]

We still have six children! Who would like to find the number card that matches the number of children all together?

[*Invite a volunteer child, who is sitting on the floor, to find the matching numeral card and hold it up in front of both groups of children.*]

Now we will try the game again with a different number of children.

[*Choose a group of seven volunteer children for the second round. Follow the above procedure.*]

RECAP: Today we played a game with hula-hoops again. We used the hula-hoops to practice splitting a group of children into two parts. We also used our number cards to show the number of children in each hula-hoop and the number of children all together.

Scaffolding Tips

Extra support ■ If children need additional experience in counting a group of children, invite them to lightly tap children on the shoulder as each group is counted. ■ As children match their groups with the corresponding numeral, describe the numeral if they are unsure of what it looks like. ■ If children have difficulty counting on from one part to the second part, model counting on. Example: "When we count the two parts together we count 1, 2, 3, 4, 5, 6, 7."

Enrichment ■ Invite children to split the numeral four into two smaller numerals that, when counted together, equal the numeral four.

123 Center Activity

Provide hula-hoops and *large numeral cards used in today's activity. Invite children to split themselves into two groups. Encourage children to choose the numeral card that represents the number of children in each part and the number of children in the whole group.

*Printables provided

Elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Family Child Care

Practice splitting whole groups of items throughout the day. Invite children to split a group of toys, blocks, or other items into two parts.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will understand the concept of news and the many ways people can get news.

Key Concepts

New: Newspaper
News
Article

Materials Needed

Newspaper

Optional Reading

Read portions of the "comics" section of a newspaper to children

Be Prepared: If your classroom has Internet access, pull up a news website or news article for children to see as a source of news. A news source that is specific to your community may be of special interest to children.

BEGIN: [*Begin the activity by sitting and reading a newspaper, preferably from your community.*]

ASK:
- What I am doing? (reading, looking at a newspaper)
- Why do people read a newspaper? (to learn about things)

EXPLAIN: A **newspaper** gives us something called news. **News** is information about things that have happened and will happen in our community, our country, or other places in the world. It is important to know what is happening in our community and world.

A newspaper is one way we can get news. Magazines, television, radio, and the Internet are other ways to get news. We can use the Internet to get news on a computer, a tablet, or a cell phone.

ASK: Have you ever watched the news on television or a computer with an adult in your family? What was it like?

EXPLAIN: I am going to read a news article from this newspaper. An **article** gives us information about one thing that has happened or will happen.

[*Explain to children how articles are organized or placed in the newspaper.*

Choose a short, simple article that is easy for young children to understand and would pertain to children's interests. The article can be about something in your community or the world. Children may be interested in sports or something happening at your library or a weather-related article. Read the article, stopping to discuss information learned.]

ASK: Let's think about the article we just read.
- What was our article about?
- What did the article tell us?
- How could the information in the article be important for someone to know?

RECAP: Today we learned there are many ways people can get the news. The news is information about things that have happened or will happen in our community, our country, or other places in the world. We also looked at a newspaper and listened to an article about _____.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Newspapers may be unfamiliar to some children. Provide opportunities for children to touch and open a newspaper.

Enrichment ■ Explain that news sources also may offer more than news. Show and describe comics, cartoons, and advertisements in a newspaper.

Center Activity

Supply several types of newspapers and news magazines. Encourage children to browse through them.

Family Child Care

If possible, take children to a local store or gas station. Show them the newspapers for sale and discuss what the newspapers contain. (local, world, homes for sale, vehicles for sale, etc.)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 4

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Looking Ahead: The activities in Week 29 require obstacles, like small plastic traffic cones or two liter plastic bottles. If cones are not available, begin collecting two-liter plastic bottles for this activity. You will need 20 of them.

Large Group

Skill and Goal

Good health practices

Children will understand ways to stay safe when riding in cars or trucks.

Key Concepts

New: Protect

Review: Rule

Materials Needed

*4 pictures as shown

*Printables provided

BEGIN: We are learning different ways to keep safe. Today we will talk about staying safe when we ride from one place to another place.

ASK: How did you get to our center today? (car, van, truck)

EXPLAIN: Most of us came to our center in some sort of car or truck. Most of us ride in cars or trucks almost every day. It is important to protect ourselves when we are riding in cars or trucks. **Protect** means we keep something safe from harm. There are rules we should follow to keep everyone safe in cars. Remember, a rule keeps us safe.

Let's look at some pictures and talk about ways to stay safe when we ride in a car or truck.



State Farm/flickr/(CC BY 2.0)



jinglejammer/flickr/(CC BY-SA 2.0)





ACT: [*Display the pictures described below and use the suggested text to share information and engage children in discussion:*

- *Adult using seat belt: What is the person in this picture doing? (putting on seat belt) Seat belts keep our bodies from moving and getting hurt if the car or truck has to stop suddenly or gets in an accident. Should everyone wear a seat belt? (yes!)*
- *Child sitting in back seat: Young children should sit in a back seat. There is a lot of glass and usually airbags in a front seat. Airbags come out if the car or truck hits something. The airbags can protect a grownup but airbags could hurt a child in a front seat. The glass could break into pieces and cause harm.*
- *Child in car/booster seat: Young children are not big enough for regular seat belts. Car seats and booster seats hold children's bodies safely in a car. Does the car seat in this picture look like the car seat you sit in? How is your seat different (or the same)?*
- *Children engaged in activities: What are the children in this picture doing? The person driving the car or truck needs to concentrate*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

Physical/ Health

on driving. The children in our picture are doing quiet things. What are some things the driver might do if people in the car make a lot of noise or move around? (look at the people making noise or moving around, take eyes off the road and other traffic, not hear or see other cars and trucks)]

RECAP: Today we talked about important rules for staying safe in cars or trucks. Why should an adult fasten our seat belt or make sure our seat belt is fastened?

Scaffolding Tips

Extra support ■ Point to items discussed in the pictures. ■ Invite children to describe quiet things they do when riding in a car or truck.

Enrichment ■ Encourage children to share any other rules they may have at home about riding in a car or truck. (Some families may not allow food in a car, require feet to stay off the backs of the seats, etc.). Ask children how these rules help keep them safe.

Center Activity

In the housekeeping center add props to encourage children to pretend to take a car trip. Place maps, old GPSs, chairs in a car configuration, play car seats for baby dolls, etc. Encourage children to use car safety rules.

Family Child Care

Create a car rules poster for parent contributions. Invite parents to write one of their car safety rules for children. Read and discuss the list with children.

This activity is informed by the following source: The Nemours Foundation, KidsHealth. (n.d.). Staying safe in the car and on the bus [Web log post]. Retrieved from https://kidshealth.org/en/kids/car-safety.html?ref=search

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 5

We Understand 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 D.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter D 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 D card.*]

What is the name of this letter? What sound does the letter D make?

Letter D says /d/, just like in "dance." /d/, /d/, dance. Let's together say /d/, /d/, dance.



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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand there are different ways to split a whole group of items into two parts.

Key Concepts

Review: Part

Materials Needed

10 blocks

9 craft sticks

*Large numeral cards 1–9

*Printables provided

Optional Reading

How Many Bugs in a Box? by David A Carter

BEGIN: We are learning how to split a group of items into two smaller parts.

EXPLAIN: [*Display a group of 10 blocks.*]

Here is a group of blocks. Let's split the group of blocks into two parts. Remember, a part is a piece of something, but not all of it.

ACT: [*Encourage children to think of ways to split the group of blocks into two parts. Invite a volunteer child to try several options. For each option, ask whether the two parts all together contain the number of blocks in the original whole group.*]

Let's use our fingers on both hands to split the number five.

- How can we use our fingers on both hands to make two parts that all together make five?
- What is another way we can use our fingers on both hands to make two parts that contain a total of five?

[*In both of the splitting examples, describe how the two parts contain a total of five. Emphasize the counting of each finger.*]

EXPLAIN: [*Display a group of eight craft sticks.*]

Now let's practice splitting a group of craft sticks.

Let's first find out how many craft sticks are in our whole group.

[*Point to each craft stick as children count in unison.*]

We have eight craft sticks.

ASK: How can we split the group of eight craft sticks into two parts?

[*Try suggestions given by children. The parts do not need to be equal. Point to each craft stick as you count the two parts together to reinforce that they contain eight sticks all together. Try this again with nine craft sticks in the whole group.*]

EXPLAIN: We know how to use our number cards to represent the number of items in each part and the number of items in the whole group.

Let's use our number cards as we split a group of craft sticks again.

[*Display a group of seven craft sticks.*]

Let's first find out how many craft sticks are in our whole group.

[*Point to each craft stick as children count in unison.*]

We have seven craft sticks.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

ASK: How can we split the group of seven craft sticks into two parts?

ACT: [*Try suggestion given by children. After the group of seven craft sticks is split into two parts, ask children to count in unison the number of craft sticks in each part. Invite a volunteer child to find the numeral card that matches the number of craft sticks in each part.*]

We have ___ craft sticks in the first part and ___ craft sticks in the second part.

How many craft sticks do we have all together?

[*Encourage children to count on as they count both groups of craft sticks all together.*]

We still have seven craft sticks! Who would like to find the number card that matches the number of craft sticks all together?

[*Invite a volunteer child to find the matching numeral card and hold it up.*]

RECAP: We know how to split a whole group into two parts. Do the two parts always have an equal number of items (same number of items in each part)? (no) There are many ways to split groups of items.

Scaffolding Tips

Extra support ■ If children need additional experience in counting a group of items, invite them to point to each items as they help you count each of the smaller parts that make up a whole. ■ If children have difficulty counting on from one part to the second part, model counting on. Example: "When we count the two parts together we count 1, 2, 3, 4, 5, 6, 7, 8, 9."

Enrichment ■ Ask children if there is a way to split an odd number into equal parts. Example: "Can we split five beads into two equal parts? Why not?"

123 Center Activity

Provide craft sticks and *large numeral cards used in today's activity. Invite children to continue splitting a group of craft sticks into two parts. Encourage children to use the large numeral cards to represent the number of craft sticks in each part and the number of craft sticks in the whole group.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Family Child Care

Invite children to put their shoes in a pile, and then split the whole group of shoes into two parts. How many ways can they split their group of shoes into two parts? School-age children may enjoy splitting larger groups of items or working with three parts.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Be Prepared: Today's activity involves children working together to put together a classroom news article. You may wish to generate some ideas of things that have happened recently in your classroom before today's session. An example article is included in the activity plan.

Large Group

Skill and Goal

Knowledge of social environments

Children will contribute to the development of a news article about their room.

Key Concepts

New: Headline

Review: News Article

Materials Needed

Newspaper used in Day 4

3 pieces of chart paper

Writing tool

Optional Reading

Read a short article in a newspaper that the children might enjoy

BEGIN: We are learning how people can get the news. Remember, news is information about things that have happened and will happen in our community, our country, or other places in the world. Yesterday we looked at a newspaper.

EXPLAIN: Today we are going to write an article about something that has happened in our classroom. Yesterday we looked at an article in the newspaper. We know that an article gives us information about one thing that has happened or will happen.

[*Display the newspaper article used on Day 4 and briefly remind children of the topic of the article.*]

Let's make a list of some things that have happened in our classroom. Then we can decide which thing we want to write about.

ASK: What are some things that have happened in our classroom that we would like others to know?

ACT: [*List children's ideas on a chart paper. Examples: new child, new staff member, recent field trip, a new game learned, a visitor to the classroom, a recent activity or new center activity.*]

Now we need to decide which idea we want to write about. Which idea do you think would be most interesting to other people?

[*Encourage children to discuss the different ideas and, as a group, select one.*]

Now we need to think of some things we want to tell about our idea.

[*Questions for generating ideas for things to tell include:*

- *What happened?*
- *Where did it happen?*
- *Who or what was involved?*

Write children's ideas for things to tell on a second sheet of chart paper. Complete sentences are not necessary. Review each item after possibilities have been discussed.]

We have many ideas about things we can include in our article.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

We need to decide how we are going to include our information in the article.

What is the first thing we should write about?

[*Encourage children to discuss the item that will come first in the article.*]

What should we tell next?

[*Continue to discuss the order of the information that will be included.*]

Now let's write the article on our third sheet of chart paper.

[*Take the lead in writing 3–5 simple, complete sentences. Leave room at the top for a headline. Model your writing of the article by reading the words and sentences as you write. Read the entire article when it is complete, pointing to words as you go along.*

Display and point to the headline of the article you read yesterday.]

A New Friend on the Playground

This week Ms. Judy's room made a new friend on the playground. Tara and Elliot were playing on the slide. They noticed a furry animal under the bushes. Tara and Elliot looked in the bushes and saw a rabbit! The children hope to see their new friend again.

An article has a headline. The **headline** tells people what the article is about.

What do you think our headline should say?

[*After discussion, write a headline at the top of the third sheet of chart paper.*]

RECAP: Today we thought about something that happened in our classroom and wrote an article about it. We talked about what to tell in our article. We put our information into sentences. We also talked about a headline for our article.

[*If possible, give each child a copy of the article to share with family members.*]

Scaffolding Tips

Extra support ■ If it is too challenging for children to remain engaged in the discussion of what information could go first and later in the article, simply describe the order as you write the article. ■ Provide several headline options for discussion if children seem uncertain about this part of the activity.

Enrichment ■ Ask children to help with beginning sounds as you write. Example: "The word 'furry' begins with the /f/ sound. What letter makes the /f/ sound?" ■ If available, you may wish to show news that can be found on an Internet news site for children.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 5

Exploring Where We Live *continued*

Social Studies

Center Activity

Encourage children to draw a picture that can accompany their class news article.

Family Child Care

Create a small newspaper of two or three different articles for your setting. Invite each child to tell something they've done in your setting that would be of interest to others. Use the activity's plan to help children make decisions about topics and understand how an article is put together.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand ways to stay safe when riding a bicycle.

Key Concepts

Review: Protect

Materials Needed

*3 pictures as shown

Bike helmet

Also Promotes

Self-Regulation

*Printables provided

Optional Reading

Everyone Can Learn to Ride a Bicycle by Chris Raschka

BEGIN: Yesterday we talked about ways to stay safe while riding in a car or truck. Today we will talk about how to stay safe when we ride a tricycle or bike.



[*Display pictures of a tricycle and a bike.*]

ASK:

- Do you ever ride one of these?
- What might happen if we are not safe when we ride a bike? (can fall, get hurt)

EXPLAIN: [*Display picture of a helmet.*]



Wearing a helmet is one of the best ways we can protect ourselves when we ride a tricycle or bike. We know that protect means we keep something safe from harm.

ASK: What part of our body does a helmet protect? (head)



EXPLAIN: We want to make sure that a bike helmet fits right. Be sure a grown-up helps you put on a helmet or checks to make sure the helmet is a good fit.

ACT: [*Invite a volunteer child to put on the bike helmet and help you demonstrate how to wear a helmet. Emphasize the points described below as the volunteer child demonstrates good and bad ways to wear the helmet. Example of bad practice: helmet covers eyes so child needs to lift head to see straight ahead.*]

The helmet should fit on our head so our eyes can look straight ahead without tipping up our head. The helmet should not cover part of our eyes.

Straps should always be fastened. Ask an adult to help you. Please look at how the helmet strap forms the letter Y over each ear.

[*Point to the strap around a child's ear in the picture and around the ear of the volunteer child helping you demonstrate.*]

EXPLAIN: There are other things we should do to stay safe when we ride a tricycle or bike.

We should wear clothes that will not get caught in the wheels of our tricycle or bike. We should wear shoes that cover our toes.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 27
DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

ASK: What might happen to our toes if we do not wear shoes that cover our toes? (get rubbed or hit as wheel moves around)

EXPLAIN: We should always ride our tricycle or bike where an adult tells us we can ride. We should always look where we are going and listen to what is happening near us. We should always slow down when we get near someone else or a building or post.

ASK: What might happen if we do not look at where we are going? (run the tricycle or bike into someone or something)

RECAP: Today we talked about ways to stay safe when we ride a tricycle or bike. What is the first thing we should do? (put on a helmet and make sure it fits)

Scaffolding Tips

Extra support ■ If tricycles or bikes are used at your center, engage children in a discussion of your center's tricycle/bike safety rules.

Enrichment ■ Encourage children to describe rules their families have about being safe when riding a tricycle or bike. (ride on sidewalk only, wear knee pads, etc.)

Center Activity

Create a tricycle/bike wash station in your outdoor play area. Provide water, sponges, soap, towels, and other pertinent items.

Family Child Care

Invite children to bring their tricycle or bike to your setting. Set up a bicycle course in a protected outdoor space. Point out instances of children following safety rules.

This activity is informed by the following source: The Nemours Foundation, KidsHealth. (n.d.). Staying safe in the car and on the bus [Web log post]. Retrieved from https://kidshealth.org/en/kids/car-safety.html?ref=search

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28 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 the beginning sound with the remaining sounds in one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter L (Days 2–5)

Mathematics

Counting Things

- Practicing splitting a group of items into two parts and counting the two parts (Days 1–5)
- Identifying the numeral that represents a whole group of items and parts of a group of items (Days 1, 5)
- Figuring out the missing part of a group of items (Days 3, 5)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening and remembering
  - *Music Marks* game (Day 1)

Social-Emotional

Understanding Feelings

- How to consider another person's thoughts and feelings (Days 2, 3)
- Different people can have different feelings and thoughts about the same thing (Day 3)

Social Studies

Exploring Where We Live

- The meaning and characteristics of the American flag (Day 4)
- The purpose of the Pledge of Allegiance and the national anthem (Day 5)

Science

Exploring Habitats

- Forest habitats are covered with trees and other plants (Day 1)
- Many types of animals live in a forest habitat (Day 2)
- How some animals make their homes in trees, in burrows in the ground, and on the forest floor (Day 3)

Physical/ Health

Moving Our Bodies

- How our bodies move when we roll on the ground (Day 4)
- Practicing rolling our bodies by pretending we are a log (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

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 D.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter D card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter D card.*]



The word "dance" begins with this letter. What is the name of this letter?

Letter D says /d/, just like in the word "dance." /d/, /d/, dance. Let's together say /d/, /d/, dance.

Who would like to tell us another word that begins with the letter D?

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.*
- *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?*]
- *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?*]

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Be Prepared: Make a magnetic part-part-whole mat by taping a part-part-whole mat to the front of a cookie sheet. A large cookie sheet from your center's kitchen might be borrowed for this purpose. If you do not have access to a cookie sheet, a magnetic board can also be used. A magnetic mat is used for ease of holding up the mat for children to see. Place number magnets in the basket.

Skill and Goal

Number knowledge

Children will practice splitting a group of magnets into two parts.

Key Concepts

Review: Split

Materials Needed

*Magnetic part-part-whole mat (see Be Prepared)

1 set of numeral magnets 1–10

8 smaller magnets

Basket

*Printables provided

Optional Reading

One Duck Stuck: A Mucky Counting Book by Phyllis Root

BEGIN: Last week we split a group of items into two parts. When we split something, we divide it into smaller parts. We practiced splitting groups of items in different ways.

EXPLAIN: Today we will use magnets with our special mat.

[*Display a part-part-whole mat. Point to each section of the mat as you describe it.*]

Our mat has a place for the whole group and sections for two parts.

We are going to practice splitting a group of items. We will use a number magnet to show how many are in the whole group.

Let's put a group of five magnets in the section of our mat for the whole group.

ACT: [*Invite a volunteer child to place five magnets in the whole section of the mat. Lead children in counting the number of magnets as you or the volunteer child point to each one. Say again the number of magnets in the whole group.*]

Now let's find the number five in our basket of number magnets and place it in the section of our mat for the whole group. It will go next to our group of five magnets.

[*Invite a different volunteer child to find the numeral five magnet and place it next to the group of five magnets.*]

EXPLAIN: [*Point to the numeral five magnet and smaller magnets as you describe the following:*]

We know that this is the number five. It is in the same section as our five smaller magnets. Let's count our smaller magnets together. 1, 2, 3, 4, 5.

Now let's decide how we can split our group of five magnets into two parts. There are different ways we can do this.

ASK: How can we split the whole group of five?

ACT: [*Ask children to give suggestions for the part sections of the mat. For each suggestion, invite a different volunteer child to split the magnets in the whole group into each part of the mat.*]

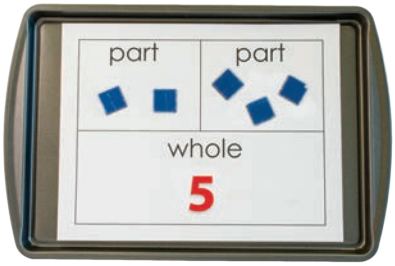
Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

EXPLAIN: Our number magnet is still in the whole group section of our mat.

ASK: Where are the five smaller magnets?



EXPLAIN: [*Point to smaller magnets as you describe them.*]

There are ___ smaller magnets in one part section of our mat and ___ smaller magnets in the other part section of our mat.

ASK: Do we still have five magnets on our mat?

ACT: Let's count together our smaller magnets to make sure we have all five on our mat.

[*Count on as you count the two parts together to ensure they equal the number of magnets in the whole group. Invite children to join you in counting. Then clear the part sections.*]

Let's try it again with another group of magnets. Let's try it with a group of eight magnets.

[*Invite a volunteer child to place the group of eight magnets in the section of the mat for the whole group. Encourage children or the volunteer child to count aloud as you point to and count eight magnets.*

Invite a different volunteer child to find numeral eight in the basket of magnetic numerals and to place numeral eight next to the eight magnets.]

How can we split the whole group of eight?

[*Ask children to give suggestions for the part sections of the mat. For each suggestion, invite a different volunteer child to split the magnets in the whole group into each part of the mat. Follow the procedure used for the group of five. Continue with different groups of magnets and different volunteer children as time allows.*]

RECAP: Today we practiced splitting a group of magnets into two smaller parts. Did our total number of magnets change when we moved magnets to the two parts of our mat? (no) We also used number magnets to show the number of magnets in the whole group.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ Omit the use of the numeral magnet if this appears to be confusing to children. ■ Use groups of three and then six magnets for the first and second rounds of the activity if you anticipate groups of five and eight may be too challenging.

Enrichment ■ Invite children to find and place numeral magnets on each of the two parts. ■ Omit the use of smaller magnets. Use numeral magnets only.

123 Center Activity

Supply *part-part-whole mats and small manipulatives. Invite children to place a number of manipulatives in the whole section of the mat and then split the group into two smaller parts.

*Printables provided

Family Child Care

Practice splitting groups into parts while outside. Invite children to find rocks or leaves to make a whole group of 10 or fewer items. Encourage children to find how many ways they can split the whole group into two parts.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Be Prepared: Suggested music with fast and slow tempos for this game: Greg and Steve's *Big Fun* CD. This CD contains several songs that include both fast and slow tempos within the same song.

If time permits, offer *Listening Bingo* from Week 27, 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 27, 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 modify their actions in response to aural cues.

Key Concepts

Review: 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)
- Music player

BEGIN: We are going to play a game we have played before called *Music Marks*. When we play the game, we will draw marks on a piece of paper while we listen to music.

EXPLAIN: Today will play *Music Marks* in a different way. When the music moves slowly, we will draw bubbles on our paper. When the music moves quickly, we will draw squares on our paper. Remember, quickly means fast.



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 bubbles (circles) or squares on chart paper depending on the tempo of the music. When the tempo is slow, draw bubbles. When the tempo is fast, draw squares.*]

EXPLAIN: Now we will try it together. As we draw, we will listen carefully to the music. When the music moves slowly, we will draw bubbles on our paper. When the music moves quickly, we will draw squares on our paper. 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. Children are not expected to draw perfect circles or squares. 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? (circles compared to squares)

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

[*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?

Scaffolding Tips

Extra support ■ Model how to modify your drawing as the music is played, if necessary.

Enrichment ■ In place of the recorded music, invite children to sing a song while making music marks. ■ Invite children to try a rule change for *Music Marks*: Encourage children to draw slowly when the music is slow and make scribbles when the music is fast. Then do the opposite.

Center Activity

Provide different types of music as children continue making music marks.

Family Child Care

Try *Music Marks* outdoors with sidewalk chalk. Encourage children to draw bubbles (circles) when the music moves slowly, and squares when the music moves quickly.

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 1

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a forest habitat.

Key Concepts

New: Forest

Review: Habitat
Clue

Materials Needed

*3 pictures as shown

Forest items (see Be Prepared)

Shoebox

*Printables provided

Optional Reading

National Geographic Readers: Hop, Bunny!: Explore the Forest by Susan B. Neuman

Be Prepared: Place in a shoebox items that can be found in a forest. Examples: rocks, sticks, leaves, soil. Forest items (pine cones, silk leaves, moss) may be purchased if they are not available in your area. Use photos if forest items are not available.

BEGIN: We are learning about places where animals and plants live. We know these are called habitats.



Susanne Nilsson/flickr/(CC BY-SA 2.0)

ASK: [*Display picture of a water habitat.*]

- What is this habitat called? (water)

[*Display picture of a desert habitat.*]

- What is this habitat called? (desert)



EXPLAIN: [*Display shoebox.*]

Today we will begin learning about another habitat.

This box has some clues about the habitat we will talk about today. We know a clue is something that helps us find an answer to a question.

ACT: [*Remove items from box, one at a time. Invite children to touch, describe, and maybe identify each item.*]

ASK:

- What type of habitat would have the things we just talked about? (forest, woods)
- Have you ever been in a forest or woods? What was it like?

EXPLAIN: A **forest** is a habitat covered with trees and other plants. A forest is similar to a woods, but bigger. A forest is very different from a water habitat or a desert habitat.

Here is a picture of a forest habitat.



[*Display picture of a forest habitat.*]

ASK:

- What do we see in this picture?
- What colors do we see in this forest?

EXPLAIN: A forest is full of things that are green and brown. There are other colors too, but green and brown are found in the forest more than any other colors. The floor of the forest has grass and other plants. Many kinds of animals live in a forest.

ASK: What green and brown things do you see in our picture of a forest? (grass, trees, other plants, the ground, etc.)

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 1

Exploring Habitats *continued*

Science

RECAP: A forest is full of animals, trees, and other plants. Do you think fish live in a forest? (only if there is a pond or lake in the forest; fish need water to survive) This week we will learn more about a forest habitat.

Scaffolding Tips

Extra support ■ Point to other things in the classroom that are green and brown to provide a reminder of colors, if appropriate. ■ If children seem unclear about the floor of a forest, explain that the floor of a forest is the ground under the trees in a forest. People and animals walk on the forest floor. ■ To help children gain a better understanding of a forest, look for online videos of forest sights and sounds.

Enrichment ■ Invite children to think of animals that might live in a forest.

Center Activity

Provide items from a forest (leaves, twigs, rocks, moss, soil, etc.). Encourage children to use a magnifying glass to look closely at the items. Invite children to draw some of the items in their science journals.

Family Child Care

If you live near a forest, take the children for a walk to find things that are green and brown, and to learn more about what lives in a forest.

This activity is informed by the following source: Stewart, D. J. (2011, June 16). Circle time: Introducing the forest to preschoolers. [Web log post]. Retrieved from http://www.teachpreschool.org/2011/06/introducing-the-forest-to-preschoolers/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will blend the initial sound (onset) with the remaining sounds (rime) in one-syllable words. Children also will identify and name the letter L.

Key Concepts

Review: Beginning sound

Materials Needed

*Letter L card

Chart paper

Writing tool

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: We are learning about the different sounds in a word. We know how to make a different word by changing the beginning sound of a word. Remember, the first sound we hear in a word is called the beginning sound.

EXPLAIN: Today we will make up words in a different way. Let me show you.

ACT: Listen carefully to what I say: "ox." Let's say "ox" together: "ox." Now I'm going to add the sound /f-f-f-f/ to the beginning of "ox." Listen carefully: "f-f-f-f . . . ox, f-f-f-f . . . ox, f-f-f-f-ox." We made the word "fox" by adding /f-f-f-f/ to "ox."

Let's together say the "f-f-f-f" sound. What is our new word? (fox) Let's try another one!

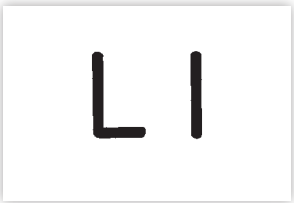
[*Use the following steps to help children practice blending the sounds listed below, beginning with ox:*

- *say the rime (the vowel and consonants that follow it) and invite children to repeat the sound (example: ox)*
- *say the initial sound (onset) of one of the words listed below the rime and invite children to repeat the initial sound only (example: /b/)*
- *blend the initial sound (onset) and the remaining sounds of the word (rime), emphasizing its two parts (example: b-ox)*
- *invite children to repeat the word (box).*]

Rimes	ox	and	oat
	b-ox	b-and	b-oat
	s-ox	h-and	c-oat
		s-and	m-oat

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter L card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter L. We can write the letter L in two ways. We can write the letter L like this.

[*Demonstrate writing an uppercase L at the top of a chart paper.*]

This is an uppercase L.

We can also write the letter L like this.

[*Demonstrate writing a lowercase l at the top of a chart paper.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

This is a lowercase l.

We are learning about many letters of the alphabet. We have letters in our name. L is a letter of the alphabet.

The word "letters" begins with the letter l. I will write the word "letters" on our chart. I am going to write "letters"with a lowercase (small letter) l.

[*Say each letter as you write the word. Emphasize l.*]

Let's all say the word "letters."

[*Invite a volunteer child to point to the letter l in the word "letters."*]

Let's look at the very first letter of our name. Pop up if you have the letter L 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 L at the beginning of their name. If there are children whose name begins with the letter L who do not stand, point to the letter L on their name card. Compare the letter L in their name as you hold the letter L card next to their name card.*

If no one in the group has a first name beginning with the letter L, say "No one popped up because no one has a name that starts with the letter L." 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 L.

If a child indicates there is a letter L 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 l that appears somewhere else in a child's name.]

RECAP: Today we put together the two sounds of a word.

We also learned about the letter L. What word begins with the letter l? (letters)

Scaffolding Tips

Extra support ■ In the blending practice segment, repeat the steps for blending the sounds of a specific word before introducing a different word (new set of sounds). Example: Help children blend "b-ox" several times before inviting them to blend "s-ox." ■ Also in the practice segment, use each of the different initial sounds for a rime before introducing a different rime. Example: Blend "b-and," "h-and," and "s-and" before moving to "oat."

Enrichment ■ Say the following words, one at a time. Invite children to say its beginning sound and then the rest of the sounds in the word: bee (b-ee), bird (b-ird), goat (g-oat), seal (s-eal), fish (f-ish), bear (b-ear).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Center Activity

Invite children to make a necklace of picture cards that represent the same initial sound. Provide pictures of items that begin with the same initial sound. Encourage children to glue 3–4 pictures to separate index cards. Punch holes in the index cards and put yarn through the holes to make a necklace.

Family Child Care

Teach children a song to the tune of "The Wheels on the Bus" as you continue to practice blending the initial sound and the remaining sounds of a word. Use these sounds: c-at, b-oat, h-and, s-and, b-ee, g-oat, f-ish.

The Sounds in the Word
(*Sing to the tune of "The Wheels on the Bus"*)

The sounds in the word go /c/ /at/; /c/ /at/; /c/ /at/.
The sounds in the word go /c/ /at/,
Can you guess the new word?

The Family Child Care activity is informed by the following source: Phonological Awareness Literacy Screening (n.d.). The sounds in the word [Online forum]. Retrieved from https://pals.virginia.edu/pdfs/activities/blending/Blending_the_Sounds_In_the_Words.pdf

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will individually split a group of counters into two parts and then count the counters in the two part-sections.

Key Concepts

Review: Split

Materials Needed

Identical counters —7 per child

*Part-part-whole mats—1 per child

*Printables provided

BEGIN: We are learning how to split a whole group of items into two parts. We know that when we split something, we divide it into smaller parts.

EXPLAIN: Today each of us will practice splitting a whole group of circles (counters). We will use our part-part-whole mats.

[*Give each child a part-part-whole mat and five counters.*]

We each have five circles. Let's put our circles in the whole-section of our mat and then count our circles to make sure we all have five.

ACT: [*Lead children in counting the number of counters as they point to each one. Say again the number five when you finish counting.*]

Now we are going to split our whole group of five circles. Let's put three circles in the first part-section of our mat and two circles in the second part-section of our mat.

[*Provide sufficient time for children to move their counters. Help as appropriate.*]

Let's count all of our circles in our two part-sections to be sure we still have five circles.

[*Count on as you lead children in counting the two parts together.*]

Now we are going to try it again a different way. Let's again put our five circles in the whole-section of our mat.

[*Provide sufficient time for children to move their counters. Help as appropriate.*]

This time when we split our circles we are going to put one circle in the first part-section of our mat and four circles in the second part-section of our mat.

[*Observe children as they split the counters into two parts. Help if appropriate. Then count on as you lead children in counting the two parts. Say again the number five when you finish counting.*

Provide each child with seven counters.]

Now we each have seven circles. Let's put our circles in the whole-section of our mat and then count our circles to make sure we have seven.

[*Lead children in counting their counters as they point to each one. Say again the number seven when you finish counting.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Let's split our group of circles. Please put three circles in the first part-section of your mat. Then please put the rest of your circles in the second part-section of your mat.

[*Provide sufficient time for children to move their counters. Help as appropriate.*]

We had seven circles in the whole-section of our mat. Now the circles are in the part sections of our mat. Three of our circles are in one part-section of our mat.

- How many circles do we have in the second part-section of our mat? (four)
- How many circles do we have all together on our mat? (seven)

Let's count our circles to make sure each of us has seven.

[*Count on as you lead children in counting counters in the two part-sections together. Say again the number seven when you finish counting.*]

RECAP: Today we practiced splitting groups of circles. We counted the two parts together to make sure we had the same number of circles as our whole group of circles.

Scaffolding Tips

Extra support ■ Model counting on as you point to each item in each part. Encourage children to point to each item while counting together.

Enrichment ■ If children readily split and count groups of 5–7 counters, try splitting groups of 8–10 counters. ■ Encourage the children to split the group of seven counters any way they wish (individually) and then count on to make sure each has seven.

123 Center Activity

Supply *part-part-whole mats and counters. Invite children to practice splitting a whole group of counters and then counting both groups together by counting on.

*Printables provided

Family Child Care

School-age children may enjoy helping young children split different identical items during the day and then practice counting both groups together by counting on. Examples: identical blocks, identical play food items.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 2

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Perspective-taking

Children will understand what it means to consider another person's perspective.

Key Concepts

Review: Emotion

Materials Needed

Peter's Chair by Ezra Jack Keats

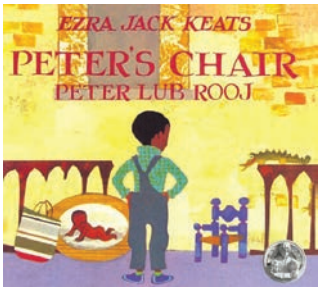
Also Promotes

Language/Literacy

BEGIN: Today we are going to read a book that will help us talk about what other people may be thinking or feeling. We know that a feeling is also called an emotion.

EXPLAIN: Our book is about a boy named Peter. The title of our book is *Peter's Chair*. It was written and illustrated by Ezra Jack Keats.

[*Display book cover.*]



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

[*Follow-up prompt, if needed: "What is the boy looking at?"*]

ACT: [*Read the book, pausing to describe illustrations directly related to the text and respond to children's questions.*

After reading the book, return to each of the pages described below. Display the page's illustration when you talk about it.]

ASK: Let's talk about what Peter may be thinking or feeling about having a new baby sister.

[*Peter's mom asked him to play quietly because there is a new baby in the house:*]

- How do you think Peter felt when his mom asked him to play quietly because there is a new baby in the house? Why?
- What do you notice about Peter's face? (frown)

[*Peter's dad painted the high chair:*]

- What do you think Peter felt or thought when he saw his dad painting his high chair pink for his baby sister Susie? Why?

[*Peter decided to run away with his chair:*]

- Why do you think Peter ran away with his chair? (so his parents could not paint it pink)
- How do you think Peter felt when he took his chair, his dog Willie, and some other things outside? What do you think Peter was thinking?

[*Peter and his dad painted Peter's chair pink:*]

- Peter did not want his little chair to be painted pink. But after he spent some time outside, he came back to the house and told his

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Feelings *continued*

Social-Emotional

dad he'd like to help paint his little chair pink for Susie.

- Why do you think Peter changed his mind about painting his little chair pink for Susie? (it was too small for him to sit in)
- Have you ever changed your thinking or feeling about something? What happened?

RECAP: Peter had many different thoughts and feelings about having a new baby sister. We can better understand Peter and his situation when we think about what has happened, his feelings, and his thoughts. One of the things we learned is that people may change their ideas about something.

Scaffolding Tips

Extra support ■ It may be helpful to re-read or describe the specific part(s) of the book used for discussion questions with children.

Enrichment ■ Invite children to describe what Peter's mother may have been thinking or feeling at a specific point in the story. Examples: "What do you think Peter's mother thought or felt when she called Peter for lunch but Peter pretended he could not hear her?" "What do you think Peter's mother thought or felt when Peter came back into the house?"

Center Activity

Provide the book used during today's activity and encourage children to retell the story.

Family Child Care

Encourage school-age children to share with younger children one or more wordless picture books to tell a story that provides opportunities for children to consider what some book characters may be thinking or feeling. Some examples of wordless picture books that include characters with clear facial expressions include: *The Lion and the Mouse* by Jerry Pinkney, *Chalk* by Bill Thomson, and *A Boy, a Dog, and a Frog* by Mercer Mayer.

This activity is informed by the following source: Brennan, L. C. (2011). *Teaching perspective-taking skills to children with autism disorders*. Austin, TX: PRO-ED, Inc.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 2

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand that many types of animals live in a forest habitat.

Key Concepts

Review: Forest

Materials Needed

*6 pictures as shown

*Class book page—1 per child

Drawing tools

Also Promotes

Language/Literacy

*Printables Provided

Optional Reading

Over in the Forest: Come and Take a Peek by Marianne Berkes

BEGIN: We are learning about a forest. Remember, a forest is a habitat covered with trees and other plants.

ASK:

- What is something green that can be found in a forest? (leaves, plants, etc.)
- How about something brown? (trees, sticks, soil, etc.)

EXPLAIN: Today we will learn about some of the animals that live in a forest.

[*Display six pictures of forest animals where they can be seen by all children.*]

These are pictures of some animals that live in a forest. Let's see how many we know.

[*As you point to each animal, ask if children know its name. Then point to the name on the picture and say the animal's name.*]

The six animals shown in our pictures are just some of the animals that can live in a forest. There are many other types of animals in a forest.

Let's talk about some of the characteristics of the animals in our pictures.

ASK: [*Invite children to describe specific parts of each animal or animals you think would be of greatest interest. Examples:*

- *What color is the tail of the chipmunk?*
- *What do you think the tail would feel like?*]

EXPLAIN: We are going to make a class book. Each one of us can make one page of our book.

Each of us can choose what forest animal we want to draw on our page. We can also write the name of the animal on our page. Let's write as much of the name as we can. I will help you.

When we are done drawing, I will staple the pages together to make a book. Each of us will have a special page in







Gilles Gonthler/flickr/(CC BY 2.0)





Jans Canon/Wikimedia/(CC BY 2.0)



Kevin Jump/flickr/(CC BY 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science

our class book about the animal we chose. Each of us will be an illustrator of our class book!

ACT: [*If children are unable to write the animal's name, encourage them to tell you the name of the animal as you write it on the line. Children may use the displayed picture of the animal as a guide as they draw. The activity is not intended to promote copying the displayed pictures.*

As children finish their pages, show them how you combine their work to make a class book. Place the book in the library center for children to read and enjoy.]

RECAP: Today we learned about some animals that live in a forest habitat. We also made a class book about forest animals. Our class book is in the library center so we can read and enjoy it!

Scaffolding Tips

Extra support ■ In the opening segment of the activity, display the Day 1 picture of a forest if it seems children would benefit from a visual reminder. ■ As children draw their pictures, point out details for them to consider including, if appropriate. Examples: color of the animal and body parts.

Enrichment ■ Encourage children to label one or more of the body parts of the animal in their picture. ■ Invite children to name some of the letters on each animal picture shown.

Center Activity

Provide a tent or tent-like arrangement that includes one side or flap open for viewing occupants of the space. Supply various toy animals that live in a forest. Invite children to pretend they are camping out in the forest!

If regulations prevent you from providing a tent or tent-like arrangement in your classroom, provide various toy animals that live in the forest in the block center. Encourage children to make homes for their animals.

Family Child Care

School-age children may enjoy designing the cover of the book made in today's activity.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

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 L.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter L card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

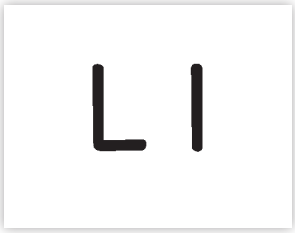
*Printables provided

BEGIN: [*Display letter L card.*]

What is the name of this letter?

[*Point to the uppercase letter L on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter L?



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will identify the missing number of magnets when a whole group of magnets is split into two parts.

Key Concepts

Review: Split

Materials Needed

*Magnetic part-part-whole mat used on Day 1

8 small magnets

1 set of numeral magnets

Basket

*Printables provided

BEGIN: We are learning how to split a whole group of items into two parts. We know that when we split something, we divide it into smaller parts.

EXPLAIN: Today we are going to use our part-part-whole mat to play a hiding game. Remember, our mat has a place for the whole group and sections for two parts.

Let's first put a group of six magnets in the section of our mat for the whole group.

ACT: [*Invite a volunteer child to place six magnets in the whole-section of the mat. Lead children in counting the number of magnets as you or the volunteer child point to each one. Say again the number six when you finish counting.*]

Now let's find the number six in our basket of number magnets and place it in the section of our mat for the whole group. It will go next to our group of six magnets.

[*Invite a different volunteer child to find the numeral six magnet and place it next to the group of six magnets in the section of the mat for the whole group.*

Point to the numeral magnet and smaller magnets as you describe the following:]

We know that this is the number six. It is in the same section as our six small magnets. Let's count our small magnets together. 1, 2, 3, 4, 5, 6.

Let's think about our group of six magnets.

[*Place the six magnets from the whole group in the palm of your hand. Leave the numeral six magnet in the whole-section of the mat.*]

I am going to put some of the magnets in a part-section of our mat. I am going to hide the rest of our magnets in my hand.

[*Place four magnets in a part-section of the mat and keep the remaining two magnets in your hand hidden from view.*]

I put some of the magnets in a part-section of our mat. The rest of the magnets are hiding in my hand. Let's count the number of magnets I put in the part-section of our mat.

[*Lead children in counting the number of magnets in the part-section of the mat as you point to each one. Say again the number four when you finish counting.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

We have four magnets in the part-section of our mat. The whole group section of our mat has the number six.

How many more magnets do we need in the other part-section of our mat to equal six magnets all together? (two)

[*Show the two magnets in your hand that remain from the original group. Place the remaining magnets in the second part-section of the mat.*]

Let's count all of our magnets to make sure they equal six. We need six magnets all together to equal the same number in our whole group.

[*Count on as you count magnets in the two part-sections together.*]

We started with six magnets. I put four magnets in one part-section of our mat. We figured out that we needed two more magnets in the second part-section to equal six in our whole group.

Let's try it again.

[*Repeat the game with seven magnets and then with eight magnets in the whole group. Continue to use the terms "whole" and "parts" during discussion.*]

RECAP: Today we played a hiding game. We started with a whole group of magnets. Then we split the magnets into two parts. I placed some of the magnets in a part-section of our mat and kept the other part hiding in my hand. We counted the number of magnets in the part-section of our mat and figured out how many magnets I was hiding in my hand.

Scaffolding Tips

Extra support ■ If children have difficulty determining the missing part, begin with smaller whole groups, such as two or three. ■ Omit the segment with seven and then eight magnets if you anticipate this will be too challenging for most children.

Enrichment ■ If children quickly identify the missing number of items, use slightly larger whole groups.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28
DAY 3

Counting Things *continued*

123 Mathematics

123 Center Activity

Invite pairs of children to play the hiding game. Provide a collection of magnets and the *part-part-whole mat used in today's activity. Invite children to together count the number of magnets in a whole group. Then encourage one child to hide part of the group of magnets in his/her hand and the other child to first count the remaining magnets in the whole group and determine the number of magnets in the group that is hidden. Encourage children to take turns.

*Printables provided

Family Child Care

Invite school-age children to practice the activity with younger children. Invite children to find a group of items, count them together with younger children, and then hide one part of the items. Encourage younger children to determine the number of items in the hidden part.

The hiding game is an adaptation of the Corduroy's Pocket, Inside and Out activity described in the following source: Dougherty, B. J., Karp, K., Caldwell, J. H., & Kobett, B. (Eds.). (2014). Putting essential understanding of addition and subtraction into practice, pre-K-2. Reston, VA: National Council of Teachers of Mathematics.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Perspective-taking

Children will strengthen their understanding of what it means to consider another person's perspective.

Key Concepts

Review: Emotion

Materials Needed

*3 pictures as shown

*Printables provided

Be Prepared: Today's activity includes discussion of what different children in various pictures may be feeling or thinking. There are no right or wrong answers. Encourage children to communicate a range of ideas. Also encourage children to respect the ideas of others. Please resist any tendency in the discussion to come to a group agreement on what a pictured child may be thinking or feeling.

BEGIN: Yesterday we read a book called *Peter's Chair*. Our book was about Peter's feelings and thoughts about having a new baby sister Susie. We know that the way we feel is called an emotion.

EXPLAIN: Our book helped us talk about what Peter thought or felt about having a new baby.

I have some pictures of different children working with things in their classroom. Let's talk about what each child may be thinking or feeling.

[*Display picture of two children working with puzzles.*]



The two children in this picture are working with puzzles.

[*Point to child who is moving a puzzle part.*]

ASK:

- What do you think the boy might be thinking?
- What do you think he might be feeling? (happy, excited)

  [*Point to child who is looking up from the puzzle work.*]
- What do you think the girl might be thinking?
- What do you think she might be feeling? (sad, frustrated, disappointed, angry)

EXPLAIN: [*Display picture of children working with Mega Bloks™ and plastic toy animals.*]



The two children in this picture are working with Mega Bloks™ and plastic toy animals.

ASK: [*Point to child holding an item.*]

- What are your ideas about what this child is thinking?

  [*Point to child looking at items on the floor.*]
- What are your ideas about what this child is thinking?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28
DAY 3

Understanding Feelings *continued*

Social-Emotional

EXPLAIN: Let's look at one more picture of different children. The children in this picture are working with Waffle Blocks™.

[*Display picture of children working with Waffle Blocks™.*]



ASK: [Point to child who appears upset.]

- What do you think the child holding the block might be feeling?

  [*Point to other child in picture.*]

- What do you think this child might be feeling?

  [*Display the three pictures in a row. Point to the pertinent picture as you describe each.*]

EXPLAIN: We looked at three pictures of different children working with things in their classroom.

In the first picture, the children were doing puzzles. In the second picture, the children were working with Mega Bloks™ and plastic toy animals. In the third picture, the children were playing with Waffle Blocks™.

ASK: Do you think the children in our pictures were all having the same thoughts or feelings? (no)

EXPLAIN: Let's talk about what the children in one of our pictures might be thinking or feeling.

ACT: [*Invite a volunteer child to choose a picture to talk about. Draw children's attention to the picture selected by the volunteer child so all children can focus on the pictured children as the volunteer child describes differences.*

If necessary, prompt the volunteer child to describe what each pictured child may be thinking or feeling.

If children seem unclear about differences in the experiences of children in the same picture, repeat this procedure with one or both remaining pictures, with a different volunteer child.]

ASK: [*Display picture of children working with Mega Bloks™ and plastic toy animals.*]

- Let's pretend you would like to join the two children in this picture in working with Mega Bloks™ and plastic toy animals. What would you say or do? (Do you need any help? Can I join?)

  [*Display picture of children working with Waffle Blocks™.*]

- Here is a pair of children working with Waffle Blocks™. Let's pretend you would like to work with Waffle Blocks™. Would you want to join the children in this picture in working with Waffle Blocks™? Why (or why not)? What would you do?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Feelings *continued*

Social-Emotional

(ask to play with the child who seems happy; ask the child who seems upset if he needs help)

EXPLAIN: We know there are many things we can do to get along well with others. Paying attention to what someone may be thinking or feeling can help us make good choices in playing with others.

RECAP: Today we talked again about what someone may be feeling or thinking. We remembered that Peter changed his mind about painting his little chair pink for his baby sister. We learned that different children can have different thoughts or feelings when they play with the same kinds of toys together. Paying attention to what someone may be feeling or thinking can help us get along well with others.

Scaffolding Tips

Extra support ■ In the discussion of how children might join others in playing with toys, it may be helpful to remind children of ways to ask someone to play (Week 1, Day 3). ■ If some children say they would not want to play with a child who appears upset, you may wish to indicate that sometimes a good choice is to play with a different group of children or play by ourself.

Enrichment ■ Invite children to recall an experience when he/she had a different feeling than another child about the same activity. Example: One child felt excited about painting his/her shoebox house and another child felt sad because she/he wanted to do something else in the room.

Center Activity

Provide materials similar to those in the pictures and the *pictures used in today's activity. Encourage children to describe how their feelings are similar or different from the children in the pictures.

*Printables provided

Family Child Care

Invite school-age children to describe their feelings toward different scenarios. Encourage younger children to say if they have a similar feeling toward the scenario.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 3

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand basic types of animal homes in a forest.

Key Concepts

New: Shelter
Burrow

Materials Needed

*10 pictures as shown (6 from Day 2, 1 shown in Extra Support tip)

*Printables provided

Optional Reading

A Log's Life by Wendy Pfeffer

BEGIN: Yesterday we learned about some of the animals that live in a forest. Today we will learn about some different types of homes forest animals live in.

EXPLAIN: Animals in all habitats have homes. We learned that some animals that live in water use a shell as their home. We also learned that some animals that live in a desert make their home underground to keep cool in the heat. Remember, a desert can be a very hot place.

ASK: What do we do in our own home? (eat, sleep, play games, etc.)

EXPLAIN: A home gives shelter. **Shelter** protects living things from something that may hurt them. Our homes have a roof and walls that protect us from storms and really cold or hot weather. Our homes also provide shelter for animals or plants that live in our homes. The homes that forest animals live in also provide shelter.

Forest animals make their homes in many different places.

Let's look at three pictures of animal homes in a forest.

[*Display and discuss, one at a time, three pictures of forest animal homes as described below.*]







- Forest floor: This is a forest floor. It has many plants and trees.
- Hole in tree: Here is a picture of a hole in a tree. This is a home for some animals in a forest.
- Burrow: This hole is called a burrow. A **burrow** is a hole or tunnel in the ground, made by an animal. A burrow is the animal's home under the ground.

[*Display the six Day 2 pictures of forest animals. Invite children to say the name of each pictured animal. Repeat or say the correct name after children offer a name.*]

Let's figure out what kinds of animals would live in each of the homes shown in our pictures.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science





Gilles Gonthier/flickr.com/(CC BY 2.0)



Kevin Jump/flickr.com/(CC BY 2.0)







Jans Canon/Wikimedia Commons/(CC BY 2.0)

- Forest floor: What animals might live on the floor of a forest? (deer) How could a forest floor provide shelter for an animal? (animal can hide behind trees and other plants)
- Hole in tree: What animals might live in a hole in a tree? (raccoon, squirrel) Why? (they can climb)
- Burrow: We know a burrow is a hole or tunnel in the ground. What forest animal might make and live in a burrow? (chipmunk, fox, rabbit) Why? (they can dig) How would a burrow provide shelter for an animal? (cannot be seen, out of bad weather)

RECAP: Every habitat has different kinds of animal homes for animals. Animals in a forest might make their homes in trees, in burrows in the ground, and on the forest floor. Each home provides shelter for the animal.

Scaffolding Tips

Extra support ■ Display and describe *picture of an animal's underground home in the desert to help children recall how an underground place provides shelter from desert heat. ■ Remind or introduce children to other uses of the word shelter: animal shelter, picnic shelter, shelter-in-place.


VirtualWolf/flickr/(CC BY-SA 2.0)
Fennec Fox Burrow

Enrichment ■ Encourage children to compare their own homes to homes of different animals. What do animals do in their homes? Are those the same things people do in their own homes? ■ Invite children to suggest other animal homes that might be found in a forest. (nest, den, or cave) ■ Encourage children to think about how plants support an animal's home. Example: "How do trees, shrubs, twigs, and other things found on a forest floor help a bird make a nest?"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 3

Exploring Habitats *continued*

Science

Center Activity

Invite children to prepare a tasty treat for a bird! Provide pipe cleaners and Cheerios® cereal. Encourage children to string the cereal on the pipe cleaner. Twist the ends of the pipe cleaner together and encourage children to hang it on a tree!

Family Child Care

Take a walk with the children to look for animal homes. Look for spiderwebs, holes in the ground, nests, and other types of animal homes.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will blend the initial sound (onset) with the remaining sounds (rime) in one-syllable words. Children also will understand the name and sound of the letter L.

Key Concepts

Review: Beginning sound

Materials Needed

- Chart paper
- Marker
- *Letter L card
- *4 letter L 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 how to put together two different sounds to make a word. We know a beginning sound is the first sound we hear in a word. On Day 2 we put different beginning sounds with the rest of a word. We added the /f/ sound to the beginning of "ox." What word does this make?

EXPLAIN: Today we will practice putting together two different sounds to make a word. Let's start with this sound: an. Let's say together the sound "an."

ACT: [*Use the following steps to help children practice blending the sounds listed below, beginning with "an":*

- *say again the rime (an) and invite children to repeat the sound*
- *say the initial sound (onset) of one of the words listed below the rime, and invite children to repeat the initial sound only (example: /p/)*
- *blend the initial sound and the remaining sounds, emphasizing its two parts (example: p-an)*
- *invite children to repeat the word (pan)*

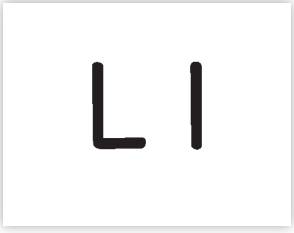
After helping children practice blending sounds with the "an" rime, introduce the "ill" rime and use the above steps to help children blend different beginning sounds (onsets) as shown below.]

Rimes	an	ill
	p-an	d-ill
	c-an	f-ill
	f-an	h-ill
	m-an	m-ill
	D-an	p-ill
	r-an	b-ill
	t-an	s-ill
		t-ill
		w-ill

EXPLAIN: Let's learn more about the letter L.

[*Display letter L card.*

If a child(ren) whose name begins with the letter L 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 L when you say the name.]



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Maybe someone in our group has the letter l somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase l, and it will look like this.

[*Point to the lowercase l on the letter card.*]

Pop up if you have the letter l somewhere else in your name (not at beginning).

[*If a child has the letter l somewhere else in his/her name, point to the name and to the letter l on the list of children's first names so all children can see the name and the letter l.*]

ASK: What is our word that begins with the letter L? (letters)

ACT: The letter L says /l/, just like at the beginning of the word "letters." /l/, /l/, letters. Let's say that together: /l/, /l/, letters.

I have two pictures of things that begin with the letter L. I wonder what they could be?



dia606/flickr/(CC BY-NC 2.0)



Jessica/flickr/(CC BY-ND 2.0)



whippets.chrichri/flickr/(CC BY-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 lion. The letter l 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 L and write them on our chart. Remember, the letter L says /l/, /l/.

[*Help children by suggesting other words that begin with l. Examples: library, like, living, life.*

Invite one or more volunteer children to find the letter l 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 L on your chart paper.]

We use two lines to make an uppercase L. We begin by making a straight line down and then a line across.

[*Give each child his/her letter journal.*]

Now we are going to write the letter L in our letter journal. Please write the uppercase (big) letter L in your journal. Write as much of the letter as you can.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28
DAY 4

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we practiced putting together two different sounds to make a word.

We also learned that the letter L says /l/, just like at the beginning of the word "letters." We made the uppercase (big) letter L in our letter journal. Let's say together the sound the letter L makes (/l/).

Scaffolding Tips

Extra support ■ In the blending practice segment, repeat the steps for blending the sounds of a specific word before introducing a different set of sounds (new word). Example: Help children blend "p-an" several times before inviting them to blend "c-an." ■ When you introduce "ill" as a rime, children may indicate this means feeling sick. Enthusiastically recognize they are "right," and explain that we are adding different beginning sounds to the "ill" sound. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Say the following words, one at a time. Invite children to say the beginning sound and then the rest of the sounds in the word: horse (h-orse), fox (f-ox), rat (r-at), bat (b-at), bull (b-ull), cow (c-ow). ■ Some children may be interested in your demonstrating and describing how to make a lowercase l. Example: "A lowercase l is made with one straight line down."

Center Activity

Provide letter magnets that show letters children have learned. Also provide strips of paper in the sensory table. Cover the letter magnets with the paper strips. Encourage children to name each letter as it is found.

Family Child Care

Invite children to draw pictures of items as you add a beginning sound to a rime. Example: "Let's think about the sound 'at.' I'm going to add the beginning sound /k/ to 'at.' What should we draw? (cat) If we add a beginning sound /h/ to 'at', what should we draw now?" (hat)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will individually split a group of counters representing two different colors into two parts, and count the counters in the two parts without paying attention to their color.

Key Concepts

Review: Split

Materials Needed

Counters of 2 different colors—4 of each color per child

*Part-part-whole mats—1 per child

Various small counting items (see Enrichment tip)

Also Promotes

Self-Regulation

*Printables provided

BEGIN: We are learning how to split a whole group of items into two parts. We know that when we split something, we divide it into smaller parts.

EXPLAIN: Today each of us will practice splitting a whole group of circles (counters). We will use our part-part-whole mats.

[*Give each child a part-part-whole mat and five counters: three counters of one color and two counters of a second color.*]

We each have five circles of two different colors. Let's put our circles in the whole-section of our mat and then count our circles to make sure each of us has five.

ACT: [*Lead children in counting the number of counters as they point to each one. Say again the number five when you finish counting.*]

Now we are going to split our whole group of five circles. Let's put the three (color) circles in the first part-section of our mat and the two (color) circles in the second part-section of our mat.

[*Provide sufficient time for children to move their counters. Help as appropriate.*]

Let's count all of our circles in our two part-sections to be sure we still have five circles. We will not pay attention to the different colors when we count our circles.

[*Count on as you lead children in counting the two parts together.*]

Now we are going to try it again a different way. Let's again put our five circles in the whole-section of our mat.

[*Provide sufficient time for children to move their counters. Help as appropriate.*]

This time we will split our circles by putting one circle in the first part-section of our mat and four circles in the second part-section of our mat. We will not pay attention to the colors of our circles.

[*Observe children as they split the counters into two parts. Help if appropriate. Then count on as you lead children in counting the two parts. Say again the number five when you finish counting.*

Provide each child with eight counters: four of one color and four of a second color.]

Now we each have eight circles. Let's put our circles in the whole-section of our mat and then count our circles to make sure we have eight.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Lead children in counting their counters as they point to each one. Say again the number eight when you finish counting.*]

Let's split our group of circles. Please put three (color) circles in the first part-section of your mat. Then please put the rest of your circles in the second part-section of your mat.

[*Provide sufficient time for children to move their counters. Help as appropriate.*]

We had eight circles in the whole-section of our mat. Now the circles are in the part-sections of our mat. Three of our (color) circles are in one part-section of our mat.

- How many circles do we have in the second part-section of our mat? (five)
- How many circles do we have all together on our mat? (eight)

Let's count our circles to make sure each of us has eight.

[*Count on as you lead children in counting counters in the two part-sections together. Say again the number eight when you finish counting.*]

RECAP: Today we practiced splitting groups of circles.

- Did we pay attention to the color of our circles when we counted? (no)
- Was it hard to not pay attention to the color of your circles when you counted them?

Scaffolding Tips

Extra support ■ Model counting on as you point to each counter in each part. Encourage children to follow your lead in pointing to each counter while counting together. ■ Omit the segment using eight counters if you anticipate it will be too challenging. Repeat the first segment where two counters are put in one part-section and three counters are put in the second part-section. This time, mix the colors in each part so each part-section has both colors of counters. ■ In the segment with eight counters, some children may be tempted to put counters of the same color in each of the two part-sections. Remind children we are putting five counters in the second part-section of the mat. One of the five counters in this part-section will be a different color than the other four counters.

Enrichment ■ Repeat segments of the activity with a whole group of 6–7 different small counting items. Examples: small blocks, cubes, counting bears. Encourage children to focus on the number of items rather than the characteristics of the items.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

123 Center Activity

Supply *part-part-whole mats and various manipulatives. Invite children to practice splitting a whole group of different manipulatives and then counting both groups together by counting on.

*Printables provided

Family Child Care

School-age children may enjoy helping younger children split different items during the day and then practice counting both groups together by counting on. Examples: different play food items, people and/or animal figures.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will understand the meaning and characteristics of the American flag.

Key Concepts

New: American flag
Respect

Materials Needed

American flag

F Is for Flag by Wendy Cheyette Lewison

Paper—1 per child

Crayons (red, white, blue)

Optional Reading

The American Flag by Tyler Monroe

BEGIN: [*Begin the activity by holding an American flag.*]

What is this?

This is the American flag. Each country in the world has a flag. I am holding the flag for our country. Our country is the United States of America.

ASK:

- What do you see on our flag? (colors, stripes, stars, etc.)
- Where can we see the American flag in our community? (child development centers, schools, homes, post offices, etc.)

EXPLAIN: The **American flag** stands for our country's land and people. When we see this flag, we know that it stands for the United States.

[*Hang the flag in a place that is visible to all children.*]



We are going to read a book called *F Is for Flag*. Our book was written by Wendy Cheyette Lewison. This book will tell us some important things about the American flag.

ACT: [*As you read the book, pause to describe pictures. Point to the flag on each page.*]

EXPLAIN: Many people salute the flag. One way we can show respect for our country is to salute our flag. Showing **respect** for something means we think highly of it.

ACT: [*Demonstrate how to salute the flag by placing your right hand over your heart. Invite children to salute the flag.*]



The U.S. Army/flickr.com/(CC BY 2.0)

EXPLAIN: People also can show respect for their country by flying their country's flag. People fly a flag by putting it at the top of a pole or hanging it on a building, like a house, so the flag can move in the air.

[*Point to 2–3 flags in the book being flown.*

If there is insufficient time for the following activity, consider using it as an additional center activity.]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 4

Exploring Where We Live *continued*

Social Studies

We are going to draw a picture of the American flag.

ASK: What colors should we use to draw our flag?

ACT: [*Give each child a piece of paper. Be sure each child has red, white, and blue crayons. Children should not be expected to include the precise number of stars and stripes. Children also should not be expected to make an accurate rendition of the American flag. It is okay if younger children wish to make scribbles with the red, white, and blue crayons.*]

RECAP: Today we learned about the American flag. We read a book that described each part of the flag. We even made our own flags!

[*Display children's flags in the classroom.*]

Scaffolding Tips

Extra support ■ After reading the book, it may be helpful to point to and describe key characteristics of the flag displayed in your classroom (stars, stripes, colors).

Enrichment ■ Explain that we do not let the flag touch the floor or ground when it is carried. A flag touching the floor or ground shows disrespect.

Center Activity

Provide red, white, and blue play dough and play dough tools. Encourage children to make an American flag. It is okay if children mix colors when creating with play dough.

Family Child Care

Show children the proper way to fold a flag. Supervise as they practice.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 4

Moving Our Bodies

Physical/ Health

Be Prepared: Today's activity requires a larger safe space for children to learn or practice rolling. A grassy outside play area is preferred. If indoor space is used, floor mats are important for providing a cushion.

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will roll their bodies.

Key Concepts

New: Roll

Review: Front
Back

Materials Needed

Floor mats (see Be Prepared)

Also Promotes

Self-Regulation

BEGIN: We are learning different ways to move our bodies. Usually we use our legs, feet, and sometimes our hands to move our body from one place to another place. Today we are going to move our bodies without using our legs or our feet!

ASK: How can we move from one place to another place without using our legs or our feet?

EXPLAIN: Today we will move our bodies by rolling. We **roll** something by turning it over and over. We can roll our bodies by lying flat on the ground or floor, putting our legs close together and our arms to our sides, and turning our body over and over.

ASK:
- Have you ever rolled your body on the ground or floor?
- What was it like?

ACT: [*Invite a volunteer child to demonstrate as you describe rolling.*]

Let's talk about each part of rolling our bodies.
- We lie on the floor or ground.
- We put our legs together.
- We put our arms at our sides or against our chest.
- We turn our bodies over.

ASK:
- What do our eyes see when we lie on our backs? (the sky, the ceiling)
- What do our eyes see when we lie on the front of our body? (the floor, the ground)

ACT: Let's all practice rolling from the back of our body to the front of our body. First we lie on our back, and then we roll so we are lying on the front of our body. We will roll one time.

[*Invite children to lie on the floor or ground. Provide sufficient spacing between children. Remind children to put their legs together and their arms at their sides or against their chest. Request that children roll one time, from their back to their front.*]

Now let's roll from our front to our back. Try to move your body in the same direction you used for moving from your back to your front.

[*Remind children to keep their legs together and their arms by their sides or on their chest. (See Extra Support tips)*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Moving Our Bodies *continued*

Physical/ Health

Let's roll twice. We will lie on our backs, roll to our front, and roll one more time to our backs. Let's move our bodies in the same direction each time we roll.

[*If time and space permit, invite children to do several consecutive body rolls. Take turns if space is limited.*]

RECAP: Today we moved our bodies from one place to another place without using our feet or our legs. We rolled our bodies on the ground. There are lots of ways we can move our bodies.

Scaffolding Tips

Extra support ■ Emphasize the location of front and back by pointing to the front and back of your body (and the volunteer child's front and back) when describing how to roll. ■ Positively acknowledge different ways in which children participate in the activity. Some children may not want to roll. When moving from front to back, some children may prefer to reverse their direction rather than continue moving in the direction they used for rolling from their back to their front. ■ If a child asks for help in rolling, gently put your hand on his/her hip to initiate a rolling movement. ■ Ask the volunteer child to demonstrate what it means to do two rolls in the same direction. ■ Place yourself near children who may need assistance in stopping a set of multiple rolls. ■ Point out that rolling is part of "Stop, Drop, Roll" if this fire safety procedure is practiced at your center.

Enrichment ■ Invite children to place their arms straight above their heads and roll with their arms out. Ask children about the difference between rolling with their arms at their sides and their arms above their head.

Center Activity

If adult supervision is available, invite children to practice rolling. Children can take turns rolling in a smaller, well-identified space. If a small hill and adult supervision are available in your outdoor space, children may benefit from comparing their rolling experiences on flat ground to a slight incline in the ground.

Family Child Care

If younger children in your setting want to join preschool-age children in rolling, encourage the younger children to use their hands and arms to help their bodies roll from front to back.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

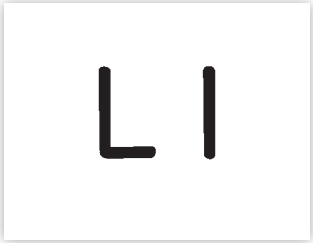
Large Group

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 L card.*]

What is the name of this letter? What sound does the letter L make?

Letter L says /l/, just like in "letters." /l/, /l/, letters. Let's together say /l/, /l/, letters.



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 L.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter L card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will practice splitting a group of craft sticks into two parts and identifying the missing number of craft sticks when the whole group of sticks is split. Children also will identify numeral magnets that represent the number of craft sticks in the whole and part-sections of a part-part-whole mat.

Key Concepts

Review: Split

Materials Needed

8 craft sticks

*Part-part-whole mat

1 set of numeral magnets

Basket

*Printables provided

BEGIN: This week we are learning more about how to split a whole group of items into two smaller parts.

EXPLAIN: [*Display eight craft sticks (without counting them aloud) and place them in the whole-section of a part-part-whole mat.*]

There are craft sticks in the whole-section of our special mat. Let's count them to find out how many craft sticks we have.

ACT: [*Lead children in counting the number of craft sticks as you point to each one. Say again the number eight when you finish counting.*]

Let's find the number magnet that tells the number of sticks we have in the whole-section of our mat.

[*Invite a volunteer child to find the numeral eight magnet in the basket of numeral magnets. Display the magnet and say again that it shows numeral eight.*]

EXPLAIN: I am going to place some of the craft sticks in a part-section of our mat. I will hide the other craft sticks.

[*Place five craft sticks in a part-section of the mat. Hide from view the other three craft sticks.*]

ASK:

- How many craft sticks do we have in one of the part-sections of our mat? (five)
- How many craft sticks are in the other part-section of our mat? (zero)

EXPLAIN: We had eight craft sticks in our whole group. Now we have five craft sticks in a part-section of our mat.

ASK: How many craft sticks are hidden?

EXPLAIN: [*Show the three craft sticks hidden from view. Place the three craft sticks in the second part-section of the mat.*]

We started with eight craft sticks in the whole-section of our mat. Then I hid three of the sticks and moved five sticks to a part-section of our mat.

Let's count all of our craft sticks to make sure we still have eight.

[*Count on as you lead children in counting sticks in the two parts together.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

We still have eight craft sticks. Five of our sticks are in one part-section of our mat. Three craft sticks are in another part-section of our mat.

Let's find the number magnets that tell the number of sticks we have in each of the part-sections of our mat.

ACT: [*Invite two different volunteer children, one at a time, to find numeral five and numeral three in the basket of numeral magnets. Display each magnet and say again the numeral it shows. Invite the volunteer children to place the magnet numerals next to their respective craft sticks in the part-sections. Remove the eight craft sticks from the mat and return the numeral magnets to the basket.*]

Let's split our eight craft sticks again. First we will put our craft sticks in the whole-section of our mat.

[*Invite a different volunteer child to put the eight sticks in the whole-section of the mat. Then lead children in counting the sticks while you or the volunteer child points to each.*]

Next let's put some of the sticks in one of the part-sections of our mat and hide the other sticks. This time, I would like someone else to decide how many sticks to put in a part-section of our mat.

[*Invite a different volunteer child to put some craft sticks in one of the part-sections of the mat and put the remaining sticks behind his/her back. Encourage the child to decide the number of craft sticks to put in a part-section.*]

How many craft sticks did (volunteer child) put in a part-section of our mat?

Let's count the sticks on our mat.

[*Lead children in counting the craft sticks in a part-section of the mat as you or the volunteer child point to each. Say again the number of sticks when you finish counting.*]

We started with eight craft sticks. There are now ___ craft sticks in a part-section of our mat.

How many craft sticks is (volunteer child) hiding?

[*After children offer a number(s), invite the volunteer child hiding the craft sticks to place them in the other part-section of the mat. Then lead children in counting the previously-hidden sticks as you or the volunteer child point to each one. Say again the number of sticks in this part-section of the mat when you are finished counting.*]

We can find the two number magnets that show how many craft sticks we have in the two part-sections of our mat.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Invite two different volunteer children, one at a time, to find the appropriate numeral magnets in the basket. Display each magnet and say again the numeral it shows. Place the magnets by their respective craft sticks.*]

(Child's name) split our craft sticks and then hid some of the craft sticks. Let's make sure we still have eight craft sticks.

[*Lead children in counting on as you point to each stick in the two part-sections of the mat. Say again the number eight when you finish counting.*]

RECAP: A whole group of things can be split into two parts in different ways. We practiced splitting a group of craft sticks and figuring out how many sticks were missing. We also found the number magnet that shows how many sticks we have on our mat.

Scaffolding Tips

Extra support ■ Use 4–5 sticks in the first segment if you anticipate splitting eight sticks (and identifying a missing number) will be too challenging. ■ If a volunteer child has difficulty finding the appropriate numeral magnet in the basket, ask another child to help (but not take over). ■ If children need additional experience in finding the missing part, practice splitting small groups of sticks into two parts and hiding one part for children to identify. ■ Children may benefit from an illustration of dividing a desired group of items between two children. Examples: six balls or four toy cars.

Enrichment ■ If children readily determine the missing part, try a slightly larger whole group of craft sticks.

123 Center Activity

Supply *part-part-whole mats, beads, and numeral magnets. Invite children to choose a numeral magnet and count out the same number of beads to be placed in the whole-section of the mat. Then invite children to split the whole group of beads into two parts.

*Printables provided

Family Child Care

Encourage children to practice finding the missing part of a whole group outdoors. Invite school-age children to give each younger child a whole group of 5–8 rocks, leaves, or sticks and then hide part of the group. Invite children to determine how many items are in the missing part.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will understand the purpose of the "Pledge of Allegiance" and the national anthem.

Key Concepts

New: "Pledge of Allegiance"
National anthem
Brave

Review: Respect

Materials Needed

American flag

Recording of the national anthem

Music player

Optional Reading

I Pledge Allegiance by Bill Martin Jr. and Michael Sampson

BEGIN: [*Draw children's attention to the classroom display of children's pictures of the American flag.*]

Look at all of the pictures we drew yesterday. What did we draw?

How can people show respect for our country's flag? (salute the flag, fly the flag)

Remember, when we show respect for something, we think highly of it.

EXPLAIN: Today we will talk about some other ways people can show respect for our country.

[*Demonstrate standing with your hand over your heart, looking at the American flag, when you ask the following question:*]

ASK: Have you ever seen people look at the American flag and say something together with their hand over their heart? How did it work?

EXPLAIN: What people say together is called the "Pledge of Allegiance."

The "**Pledge of Allegiance"** is a poem written more than 100 years ago. The poem tells what is special about the United States. People can show their respect for our country by saying the "Pledge of Allegiance."

A pledge is a promise. People promise to be loyal to the United States of America when they say the "Pledge of Allegiance." We are loyal when we support our country or a friend or a family. The word "allegiance" means we are loyal. Allegiance is a big word. Let's together say the word allegiance: al-le-gi-ance. We promise to always support our country when we say the "Pledge of Allegiance."

The "Pledge of Allegiance" has many big words in it. The words tell us our country believes we are strongest when we stay together and help each other out. The words tell us that every person who lives in this country can be free and make his or her own choices. The words also tell us that everyone in our country should be treated fairly by our laws. Last week we talked about how laws help people be treated fairly.

ACT: I am going to say the "Pledge of Allegiance." You can say the pledge with me if you wish. I am going to put my right hand over my heart and look at our flag. People stand if they can

The Pledge of Allegiance

I pledge allegiance to the flag
of the United States of America,
and to the Republic for which it stands,
one Nation under God, indivisible,
with liberty and justice for all."

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

when they say the "Pledge of Allegiance." If people are wearing a hat, they take off their hat and hold it over their heart with their hand.

EXPLAIN: People may also sing a song called the national anthem when they look at the American flag and put their hand over their heart. A **national anthem** is a special song that people sing to show respect for their country. Let's listen to the national anthem of the United States. The song has important words that describe how people feel about our country.

ACT: [*Play a recording of the first part of the national anthem.*]

ASK:
- Have you heard the national anthem before?
- The national anthem talks about "broad stripes and bright stars." What do you think the stripes and stars are about? (the American flag)

EXPLAIN: Our country's national anthem also has words about "the home of the brave." People who are **brave** have a lot of courage and keep going even when things are scary or hard. The song says our country is a home for brave people.

ASK: Who are some brave people you know?

RECAP: Today we learned more ways people show respect for our country. We learned about a poem called the "Pledge of Allegiance." We also listened to our national anthem. It is a song about things that are important to our country.

Scaffolding Tips

Extra support ■ When you talk about how everyone should be treated fairly by laws in our country, remind children of the discussion of how a special parking place for people with disabilities is fair because it helps people who get around in a wheelchair (or with other mobility supports) go into buildings (Social Studies Week 26, Day 5) ■ Children may benefit from your replaying parts of the national anthem as you discuss the words to the song ("broad stripes and bright stars," "home of the brave").

Enrichment ■ Explain that people can make a pledge (promise) to other people or groups they belong to. Example: Children usually make a pledge to a scouting organization. ■ Explain that each star on the American flag is for one of the 50 states in our country. Tell children the name of your state and show a picture of your state flag.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 5

Exploring Where We Live *continued*

Social Studies

Center Activity

Supply painting tools: paper; and red, white, and blue paint. Invite children to paint an American flag.

Family Child Care

At pickup time, encourage children to tell family members about the "Pledge of Allegiance" and the national anthem.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Be Prepared: Tape a set of parallel lines on the floor about five feet long. Children will roll one at a time between the two lines. Place the lines about four feet apart or whatever distance best accommodates most children's skills in doing one or two complete rolls. Offer several separate sets of lines on the floor if there is another adult to help and space is available. Floor mats provide important cushion for rolling.

Skill and Goal

Motor development

Children will practice rolling their bodies.

Key Concepts

New: Lumberjack
Log

Review: Roll

Materials Needed

Floor mats (see Be Prepared)

Masking Tape

Also Promotes

Self-Regulation

BEGIN: Yesterday we moved our bodies from one place to another place without using our legs or our feet. How did we move? (rolled)

EXPLAIN: Today we will pretend we are lumberjacks and logs. A **lumberjack** is a person who cuts down trees. After a tree is cut down, the wood is called a **log**. Sometimes a lumberjack rolls the logs to where the logs are stored until a truck picks them up.

One of us will pretend to be a log and the other person will pretend to be a lumberjack. Everyone will have a turn to be a log and a lumberjack.

ASK: What does a lumberjack roll? (a log)

EXPLAIN: [*Point to lines on floor as you describe them.*]

There are lines on our floor. The lines tell us where the lumberjack will roll the log. Our lumberjacks have to roll the logs gently so our logs don't get hurt. Listen carefully to what we do.

- Each of us will work with a partner. We will begin at one of the taped lines. One partner is a lumberjack; the other partner is a log.
- The pretend log lays on the tape. The pretend log keeps his/her legs together and arms at the sides of his/her body or tightly against the chest.
- The lumberjack gently taps the side of the log.
- Our pretend log rolls to the other line on the floor. Then the lumberjack and log change places. The lumberjack becomes the log, and the log becomes the lumberjack, and the game starts over.

ACT: [*Form pairs of children and assign log and lumberjack roles for the first try. Remind children how to roll, if necessary. Continue the rolling practice as interest and time permit.*]

RECAP: Today we practiced rolling our body by pretending we were a log.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 28
DAY 5

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ When you introduce the word log, remind children that sometimes we play with pretend logs (Lincoln Logs™) at home or in our classroom (if available). ■ Invite a volunteer child to help you show the actions of the lumberjack and log if it seems children would benefit from a demonstration. ■ Demonstrate a gentle tap on the side of a child in a pretend log position.

Enrichment ■ After each pair has a turn, some children may welcome more challenge (more consecutive rolls) by placing the parallel lines further apart. Another option is to keep the lines in the same position and invite a pretend log to roll a little too far and then return to the designated spot (second line) by rolling in reverse (roll back).

Center Activity

Provide a variation of the main activity by having the lumberjack pretend he/she rolled too many logs. After the pretend logs reach the destination (the other line, where an imaginary truck is to pick up logs), the lumberjack announces "Oh no! I rolled one too many logs. Our truck cannot carry another log. The log needs to roll back!" The lumberjack moves to the other side to gently tap the pretend log for a return roll to the original line.

Family Child Care

Younger children may enjoy parallel play by rolling pool noodles as preschool-age children engage in the activity.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29 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 the beginning sound (onset) with the remaining sounds (rime) in one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter N (Days 2–5)

Mathematics

Counting Things

- How to sort ourselves by hair color and by favorite animals, then count to find out which group has the most and fewest (Day 1)
- How to count, organize, and present information on a chart (Days 2–5)

Self-Regulation

Paying Attention

- How to concentrate on our breathing while stretching our bodies (Day 1)
  - ❍ Practicing two yoga poses

Social-Emotional

Understanding Feelings

- How we understand what someone else may be feeling because we have also felt that way (Days 2–3)
- How some children felt when different things happened (Day 3)

Social Studies

Exploring Where We Live

- When we vote, we make a choice together that will affect everyone in our group (Day 4)
- The thing with the most votes is the winner (Day 5)

Creative Expression

Doing Drama

- How to imitate the voices of an adult, a baby, and characters in *Goldilocks and the Three Bears* (Day 1)
- How to imitate facial expressions of others (Day 2)
- How to imitate body movements of others (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing some different ways to move through a pretend forest (Day 4)
- Practicing how to walk next to and around two lines of pretend trees (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

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 L.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter L card

Book of your choice for this week's repeated reading

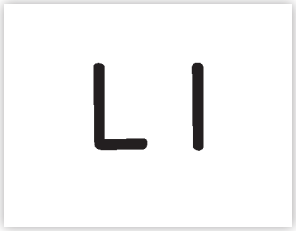
Chart paper

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 L card.*]



The word "letters" begins with this letter. What is the name of this letter?

Letter L says /l/, just like in the word "letters." /l/, /l/, letters. Let's together say /l/, /l/, letters.

Who would like to tell us another word that begins with the letter L?

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?*]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand how to learn new information by sorting and counting.

Key Concepts

New: Most
Fewest

Review: Sort

Materials Needed

Prepared chart paper (see Be Prepared)

*2 pictures as shown (see Be Prepared)

*Printables provided

Be Prepared: Organize a simple, two-column chart as shown on the next page. Include a picture of elephants and a picture of a lion. You will also need a second set of the same two pictures to hang on the wall.

BEGIN: I see ___ different colors of hair among children in our classroom today. I see brown hair, and black hair, and blonde hair. Do you see any other colors of hair in our room?

ASK: How can we determine how many of us have black hair, brown hair, blonde hair, or _____ hair? (count)

EXPLAIN: A good way for us to count the number of different colors of hair in our classroom is to first sort ourselves by hair color. Remember, when we sort something, we put things into different groups.

ACT: Let's sort ourselves by hair color. If you have brown hair, please stand over here. If you have blonde hair, please stand over here. If you have black hair, please stand over here.

Is there another color of hair in our group?

Now let's count how many children are in each group. We will find out which group has the most, and which group has the fewest. When a group has the **most** of something, it has more than any other group. When a group has the **fewest** of something, it has the smallest amount.

[*Move to each group and count the number of children in each group as you gently tap each child on the shoulder. Invite children to count with you. Restate the number of children in a group after counting each group.*]

- Which group has the most children?
- Which group has the fewest children?
- How do we know? (we counted and compared)

EXPLAIN: [*Gather children into a large group again.*]

Now we are going to sort ourselves another way. I have some pictures of animals.

[*Display and name the picture of elephants and the picture of a lion.*]

I am going to hang these pictures in different places in our classroom.

[*Hang each picture in a location that is highly visible. Place each picture high enough so all children can see it. Avoid hanging a picture near the door. As you hang the pictures, tell children which picture is being hung.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Examples: "I am going to hang the picture of the elephants on the cabinet." "I am going to hang the picture of the lion on this bulletin board."]

We are going to decide which is our favorite of the two animals. We will pick an animal that is in one of our two pictures.

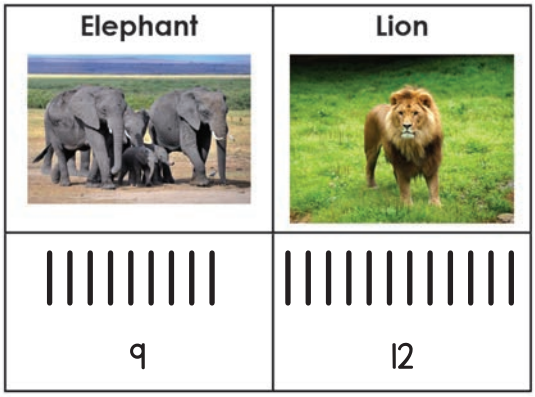
ACT: [*Ask each child to name his/her favorite of the two animals and then stand next to the picture of that animal.*]

Now each of us is standing near one of our two animal pictures.

How can we find out which animal picture has the most people standing by it? (count the people in each group)

Please stay by the picture of your favorite animal as we count the number of children in each group.

[*Move to each group and count the number of children in each group. Invite children to count aloud with you. Restate the number of children in a group after counting each group. Below the picture of each animal on the chart paper, make a tally mark for each child in the group. Point out that you are making a tally mark for each person who was counted in the group. Write below the tally marks the numeral that represents the number of tally marks in each section. See example.*



When you have finished, invite children to join you to look at the chart paper.]

Which animal group had the most children?

RECAP: Today we practiced sorting and counting. We sorted ourselves by hair color and by favorite animal. Then we counted to find out which group had the most and fewest. A group with the most of something has more than another group. A group with the fewest of something has the smallest amount.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ As you count groups, point to or gently tap each child as you count. ■ Some children may benefit from explicit comparison of groups with more or fewer children. Consider lining up children in each group into a row. Example: "There are six children in the lion group row. There are 10 children in the elephant group row. The number 10 is more than the number six."

Enrichment ■ In the favorite animal comparison activity, encourage children to figure out how many children would be needed in the smaller group for the two groups to be equal. Example: If there is a group of five and a group of 10, ask children how many more people would be needed to make the two groups equal.

123 Center Activity

Provide a basket of items to sort. Encourage children to sort the items in different ways. For example, first sort by color, then sort by size, then sort by type.

Family Child Care

Encourage school-age children to draw pictures of favorite animals. Try the main activity again with the new animal pictures. You may also wish to try sorting children by favorite food, color, or toy.

The activity is informed by the *Favorites* 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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 1

Paying Attention

Self-Regulation

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

3-5 YEARS

Large Group

Skill and Goal

Concentrate

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

Key Concepts

Review: Patient
Yoga
Pose

Materials Needed

Feather

The ABCs of Yoga for Kids by Teresa Power

Yoga mats—1 per child (see Be Prepared)

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

ACT: [*Spread out children so each child has personal space. When all children are arranged, turn out the lights in the 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 breathe out through your mouth.

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

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

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

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

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

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

Please keep breathing in slowly and breathing out slowly.

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

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

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

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

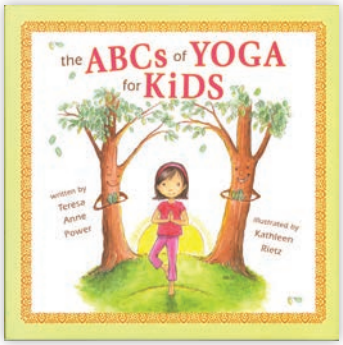
Wrinkle up your face really hard when our imaginary butterfly lands on your face. Then relax your face when the butterfly moves away. You will feel the muscles in your face relax.

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

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

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

ACT: [*From the book, display illustrations of yoga poses done in Week 23, 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 cat pose. How does the girl's body look like a cat?"*

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.]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29
DAY 1

Paying Attention *continued*

Self-Regulation

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, along with pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done previously (Week 11, Day 1; Week 14, Day 1; Week 23, Day 1). 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 1

Doing Drama

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to imitate the voices of characters in a story.

Key Concepts

New: Imitate

Review: Drama
Character

Materials Needed

2 puppets

**Goldilocks and the Three Bears* cutouts (see Be Prepared)

**Goldilocks and the Three Bears* story (see Be Prepared)

Also Promotes

Language/literacy

*Printables provided

Be Prepared: Prepare the provided *Goldilocks and the Three Bears* cutouts. If possible, laminate for durability. Affix a hook and loop fastener to the back of each cutout for use on a flannel board.

Become familiar with the provided *Goldilocks* story in advance of the activity, so you do not need to use a script. The story is at the end of this activity plan.

BEGIN: [*Introduce the activity with the following conversation between two puppets, one on each hand. Be sure to use two different voices, one for each puppet:*]

Puppet 1: Hi, everyone! Today we are going to learn more about drama.

Do you remember the word "drama"?

Remember, drama is when one person or a group of people tell a story through their words and actions. People pretend they are someone else when they do drama.

Puppet 2: I like to tell stories! Can I learn about drama?

Puppet 1: Sure! We can all learn about drama together!

Puppet 2: Yay! Let's all learn about drama!

[*Change to your regular voice.*]

EXPLAIN: Playing with puppets is one way we can do drama. We can pretend our voice is a puppet's voice.

I used my voice in different ways when I made the puppets talk.

ASK:

- How could I change my voice to make my puppet sound like a grown-up man?

  [*Encourage children to pretend to speak like an adult man.*]

- How could I change my voice if I wanted to make my puppet sound like a baby?

  [*Encourage children to make the sounds of a baby.*]

EXPLAIN: Sometimes we want to sound or act like a specific character when we tell a story. Remember, a character is a person or an animal (or creature) in a story or book.

When we pretend we are someone or something else, we are imitating. **Imitate** means to sound like or look like someone or something else. We just had fun imitating the voice of a grown-up man and the sounds of a baby. We imitate someone or something else when we pretend we are a certain character.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29 DAY 1

Doing Drama *continued*

Creative Expression

ASK: How could we use our voice to imitate the sounds of a dog?

[*Encourage children to bark or whine like a dog.*]

EXPLAIN: We change our voice so people know which character we are pretending to be. We need to bark or whine like a dog if we want people to know we are pretending to be a dog.

I am going to tell you a story. Listen carefully as I imitate the voices of different characters in the story.



ACT: [*Use the flannel board and cutouts (see Be Prepared) to tell the story of Goldilocks and the Three Bears located at the end of this activity plan. Use a different voice for each of the characters. Examples: low tone for Papa Bear, higher tone for Baby Bear.*]

ASK: How did my voice let you know which character I was pretending to be?

[*Encourage children to describe voices used for each character.*]

ACT: Let's all pretend to be the different characters in the story by changing our voices.

[*Say a short set of memorable words said by each character. Hold up the character you are imitating. Example: "Somebody has been sitting in my chair." Then invite children to repeat the line with you, using a voice that represents the character.*]

RECAP: We are learning how to use our voice in different ways to pretend we are someone or something else. We imitated the voice of a grown-up man and the sounds of a baby. We also imitated the voices of characters in *Goldilocks and the Three Bears*. Imitating voices is part of doing drama.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29
DAY 1

Doing Drama *continued*

Creative Expression

Scaffolding Tips

Extra support ■ Encourage children to imitate the sound of a cat (or kitten) in addition to imitating the sound of a dog. ■ In the *Goldilocks* story, explain that porridge is a hot cereal like oatmeal. ■ Children may benefit from a brief explanation and demonstration of voices used for the three bears. Example: "Papa Bear has a deep voice because he is a big grown-up. Baby Bear has a high voice because he is a smaller and younger bear."

Enrichment ■ Encourage children to try more than one voice for each character in the story. Example: Papa Bear could have a low voice or a rough-sounding voice. ■ Invite children to suggest memorable words (lines) said by story characters to imitate when you review the voices of the three bears.

Center Activity

Provide puppets and encourage children to tell different stories (or make up stories) while changing their voices.

Family Child Care

Read familiar stories that have multiple characters. Change your voice to represent different characters in the story. Encourage children to imitate the voice you use or to use a voice they think would sound like a character. School-age children may wish to join younger children in this activity. Another option is to encourage children to use different voices for the story that they record at home with their family. Invite children to share the recording and book in your setting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Goldilocks and the 3 Bears

Creative Expression

Once upon a time there were three bears who lived in a house in the forest. There was a great big father bear, a middle-sized mother bear, and a tiny baby bear.



One morning, their breakfast porridge was too hot to eat, so they decided to go for a walk in the forest. While they were out, a little girl named Goldilocks came to their house. She knocked on the door but there was no answer. So she pushed the door open and went inside.

On the table were three bowls of porridge; one great big bowl, one middle-sized bowl, and one little bowl.



Goldilocks was hungry, so she tried some of the porridge from the great big bowl. But it was too hot.

Goldilocks then tried some of the porridge from the middle-sized bowl. But it was too cold.

Finally, she tried some of the porridge from the little bowl. It was just right and so delicious that she ate it all up.



Next, Goldilocks went into the parlor where she found three chairs; a great big chair, a middle-sized chair, and a little chair. Goldilocks sat in the great big chair, but it was too hard. She then sat in the middle-sized chair, but it was too soft. Finally, Goldilocks sat in the little chair, and it was just right! As she rocked in the little chair, it broke into pieces!

Goldilocks then went upstairs, where she found three beds. There was a great big bed, a middle-sized bed, and a little bed. She was feeling very tired, so she climbed into the great big bed. The great big bed was too hard. So she tried the middle-sized bed, but it was too soft. Finally she climbed into the little bed. It felt just right, all cozy and warm. In no time, at all Goldilocks fell fast asleep.

In a little while, the three bears came back from their walk. When they opened the door, they saw that someone had been there. Papa Bear looked around and said in his great big Papa Bear voice, "Somebody has been eating my porridge!"



Then Mama Bear said in her quiet gentle voice, "Somebody has been eating my porridge."

Then Little Bear said in his little voice, "Somebody has been eating my porridge, and they ate it all up!"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Goldilocks and the 3 Bears *continued*

Creative Expression

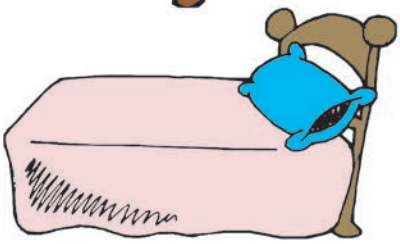
Then the three bears went into the parlor. Papa Bear looked at his great big chair and said in his great big Papa Bear voice, "Somebody has been sitting in my chair!"



Mama Bear looked at her chair and said in her quiet gentle voice, "Somebody has been sitting in my chair."

Little Bear looked at his chair and said in his little voice, "Somebody has been sitting in my chair, and now it is broken to pieces!"

Then the three bears went upstairs, and Papa Bear saw at once that his bed was untidy. Papa Bear said in his great big Papa Bear voice, "Somebody has been sleeping in my bed!"



Mama Bear saw that her bed, too, had the blankets turned back. She said in her quiet gentle voice, "Somebody has been sleeping in my bed!"

Then Little Bear looked at his bed and said in his little voice, "Somebody has been sleeping in my bed, and she's still there!"



He squeaked so loudly that Goldilocks woke up. She jumped out of bed, and away she ran, down the stairs and out into the forest. And the three bears never saw her again.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify a one-syllable word by blending its initial sound (onset) with the remaining sounds (rime). Children also will identify and name the letter N.

Key Concepts

Review: Number

Materials Needed

*Letter N card

Chart paper

Writing tool

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Last week we made new words by adding a beginning sound. Listen carefully as I say "at." Now I'm going to add the sound /r-r-r-r/ to "at." Listen carefully: "r-r-r-r…at, r-r-r-r…at, r-r-r-r-at." Let's say together the "r-r-r-r" sound. What is the new word? (rat) We made the word "rat" by adding /r-r-r-r/ to "at."

EXPLAIN: Today we will make new words again. We will practice putting together two different sounds to make a word. Let's start with this sound: "all." Let's say together the sound "all."

ACT: [*Use the following steps to help children practice blending the sounds listed below, beginning with "all":*

- *say again the rime (all) and invite children to repeat the sound*
- *say the initial sound (onset) of one of the words listed below the rime and invite children to repeat the initial sound only (example: /b/)*
- *blend the initial sound and the remaining sounds, emphasizing its two parts (example: b-all)*
- *invite children to repeat the word (ball)*

After helping children practice blending sounds with the "all" rime, introduce the "in" rime and use the above steps to help children blend different beginning sounds (onsets) as shown below. Offer as many words as time and child interest permit. Use a mix of the three rimes listed below, based on children's responses.]

Rimes	all	in	ice
	b-all	p-in	r-ice
	w-all	b-in	d-ice
	c-all	w-in	m-ice
	f-all	f-in	l-ice
	h-all	s-in	
	m-all	t-in	
	t-all		

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter N card.*]

ASK: Does anyone know the name of this letter?

ACT: This is the letter N. We can write the letter N in two ways. We can write the letter N like this.

[*Demonstrate writing an uppercase N at the top of a chart paper.*]



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

This is an uppercase N.

We can also write the letter N like this.

[*Demonstrate writing a lowercase n at the top of a chart paper.*]

This is a lowercase n.

We are learning about numbers. We know that a number tells us how many.

The word "number" begins with the letter n. I will write the word "number" on our chart. I am going to write "number" with a lowercase (small letter) n.

[*Say each letter as you write the word. Emphasize n.*]

Let's all say the word "number."

[*Invite a volunteer child to point to the letter n in the word "number."*]

Let's look at the very first letter of our name. Pop up if you have the letter N at the beginning of your name. Remember, names begin with an uppercase (big) letter. The word "name" also begins with the letter n!

[*Encourage children to look at their name cards. Say the first names of children who have an N at the beginning of their name. If there are children whose name begins with the letter N who do not stand, point to the letter N on their name card. Compare the letter N in their name as you hold the letter N card next to their name card.*

If no one in the group has a first name beginning with the letter N, say "No one popped up because no one has a name that starts with the letter N." 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 N.

If a child indicates there is a letter N 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 n that appears somewhere else in a child's name.]

RECAP: Today we practiced putting together two different sounds to make a word.

We also learned about the letter N. What word begins with the letter N? (number)

Scaffolding Tips

Extra support ■ If children need assistance in identifying the word, continue to blend the onset-rime until children determine the new word.

Enrichment ■ Try words made with onset blends. Examples: /pl/-/ate/, /fl/-/ame/, /cl/-/am/.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 2

Understanding Letters *continued*

Language/ Literacy

Center Activity

Provide *picture cards that are familiar to children. Encourage children to sort the cards by beginning or ending sound.

*Printables provided

Family Child Care

At pickup time, provide children with both parts of a word and see if family members can guess the word. Example: Whisper in a child's ear, "See if your parent can figure out this word as you say the beginning sound first, then the remaining sound. /p/-/in/."

This activity is informed by the following source: Reading Rockets (n.d.). Blending and segmenting games. Retrieved from http://www.readingrockets.org/strategies/blending_games

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will organize information on a chart.

Key Concepts

New: Organize

Review: Sort

Materials Needed

3 kinds of play food

Craft sticks—1 per child

Toy dog, cat, and fish—1 of each

Marker or crayon—3 different colors

2 pieces of chart paper (see Be Prepared)

Be Prepared: Create a chart with three play food items at the bottom of the paper. Also, create a chart with three toy animals at the bottom of the paper. See a completed food chart example in activity plan. Save the charts completed in today's activity for Day 5.

BEGIN: Today we will practice counting and sorting things. We know that when we sort something, we put things into different groups.

EXPLAIN: [*Place toy food items on the table for all children to see. Space apart.*]

On our table are different kinds of play food. Let's look at each kind of food.

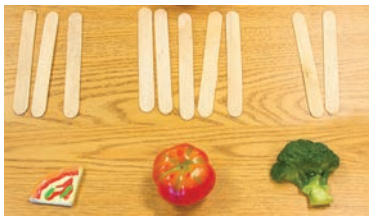
ASK:
- What kinds of foods do we have?
- Have you ever eaten these kinds of food?

EXPLAIN: Now let's talk about which of these three foods is our favorite. We will each use a craft stick to show our favorite food. Let me show you.

My favorite food on the table is a (food). I am going to put my craft stick above the (food).

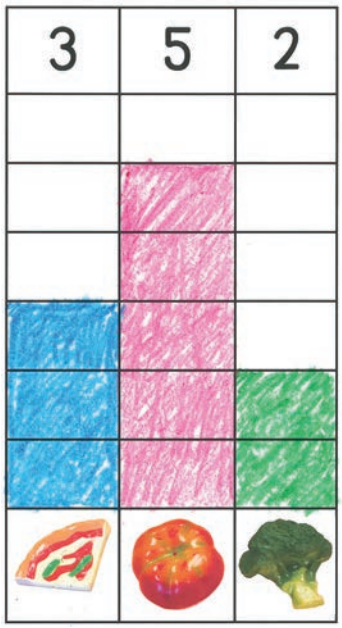
Now let's all choose our favorite food from the foods on the table.

ACT: [*Invite each child to name his/her favorite food from the foods provided and place his/her craft stick above the food.*]



What can we do to find out which group has the most craft sticks? (count)

[*Lead children in counting the number of craft sticks in each group. Restate the total number when you finish counting a group.*]



EXPLAIN: Now let's organize our information. Our information is the number of craft sticks above each type of food. We can **organize** our information by putting it in a certain area or order. We will organize our information on our chart.

[*Display chart. Point to each area on the chart as it is described.*]

Our chart has a picture of each food item along the bottom. There are spaces above each food item. We will color the number

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

of spaces that match the number of craft sticks in each group. Then we will write the number at the top of our chart.

[*Count again the number of craft sticks in each group. Color in the corresponding number of spaces above each play food item. Use the same color within a column but a different color for each of the three columns. Example: food A column is all red, food B column is all yellow, food C column is all blue.*

Write the number of craft sticks in each group at the top of the chart. Point out that the number you are writing tells the number of craft sticks we counted. See example chart on the previous page.]

ASK: Let's talk about what we learned.

- Which food was the favorite of the most children? How do we know?
- Which food was the favorite of the fewest children? How do we know?

EXPLAIN: We learned that (food) is the favorite food of the most people in our group!

[*If time permits:*]

Let's count and then organize our information on a chart one more time, using different items.

We have three different toy animals. We have a toy dog, a toy cat, and a toy fish. We will put our craft stick above our favorite animal. Let me show you.

My favorite animal on the table is a (animal). I am going to put my craft stick above the (animal).

Now let's all choose our favorite animal from the toy animals on the table.

ACT: [*Invite each child to name his/her favorite animal from the animals provided and place his/her craft stick above the animal.*]

How can we find out which group has the most craft sticks? (count)

[*Lead children in counting the number of craft sticks in each group.*]

EXPLAIN: Now we can organize our information on a chart. Our information is the number of craft sticks above each toy animal. We will talk about what we learned after we've organized our information on a chart.

[*Display chart. Point to each area on the chart as it is described.*]

Our chart has a picture of each animal along the bottom. There are spaces above each animal. We will color the number of spaces that match the number of craft sticks in each group. Then we will write the number at the top of our chart.

[*Count again the number of craft sticks in each group. Color in the corresponding number of spaces above each toy animal. Use the same color within a column but a*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

different color for each of the three columns. Example: food A column is all red, food B column is all yellow, food C column is all blue.

Write the number of craft sticks in each group at the top of the chart. Point out that the number you are writing tells the number of craft sticks we counted. See example chart on the previous page.]

ASK: Let's talk about what we learned.

- Which toy animal was the favorite of the most children? How do we know?
- Which toy animal was the favorite of the fewest children? How do we know?

EXPLAIN: We learned that (animal) is the favorite animal of the most people in our group!

RECAP: Today we practiced counting and then organizing information on a chart. What information did we organize? We organized information about our favorite food and our favorite toy animal.

Scaffolding Tips

Extra support ■ Invite children to point to each craft stick as you count. Offer an explicit description of the numbers you write on the chart. Example: "I am writing the number 5. We know this is what number 5 looks like. There are 5 children in our room whose favorite animal is a cat."

Enrichment ■ Explain that our chart can also be called a graph. ■ Invite children to determine which group has the most or fewest by looking at the groups of craft sticks without counting.

123 Center Activity

Encourage children to sort items in the housekeeping center into two groups. Examples: food, clothing, toys.

Family Child Care

Sort and group items throughout the day. Example: Talk about foods during lunch. Which food is the favorite?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 2

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Perspective-taking

Children will understand the concept of empathy.

Key Concepts

New: Empathy

Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: We are learning about different kinds of emotions.

[*Display picture of child who appears to be happy.*]

I think the girl in this picture might be feeling happy. She is smiling. Her eyes are wide open. She looks like maybe she's been clapping her hands.



ASK:

- What are your ideas about how the girl in this picture might be feeling?
- Have you ever felt happy?
- What made you feel happy?

EXPLAIN: Sometimes we understand how someone is feeling because we also have felt the same way before.

Maybe the girl in our picture is happy because she just found out a family member she has not seen for a long time is coming to visit. We may know what it feels like to have a grandparent or other family member visit.

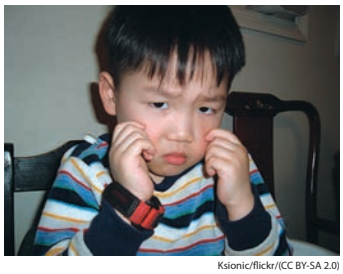
I understand how the girl in this picture might be feeling because I have also felt happy about something. When we have felt the way someone else is feeling, it helps us to have empathy with someone.

We say we have **empathy** when we understand how someone else is feeling. Let's together say the word empathy: em-pa-thy.

[*Share an example of how a child recently showed empathy in your classroom, if appropriate. Example: "Yesterday Alex cried after his mom dropped him off. Lia went over and gave him a hug. Alex was missing his mom. Lia understood how he felt because she has missed her mom before. Lia had empathy for Alex."*]

[*Display picture of child who appears to be sad.*]

I think the boy in this picture might be feeling sad. He has a frown on his face. His head is down.



Ksionic/flickr/(CC BY-SA 2.0)

ASK:

- What are your ideas about how the boy in this picture might be feeling?
- Have you ever felt sad?
- I have empathy with the boy in this picture. What do I mean when I say I have empathy with the boy in this picture? (I understand how

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Feelings *continued*

Social-Emotional

the boy is feeling)

EXPLAIN: I have empathy with the boy in this picture because I have felt sad before. I know what it feels like to be sad.

[*Display picture of girl looking with concern at a girl who appears upset.*]



Let's talk about what we see in this picture.

[*Point to the girl who appears upset.*]

ASK:

- What are your ideas about how this girl might be feeling? (sad, disappointed, frustrated)

  [*There is not a "right" answer about what the girl may be feeling. Encourage discussion of different possibilities without agreeing on one option.*

  Point to girl who is looking with concern at the girl who appears upset.]

- What do you think the other girl might be thinking or feeling?

EXPLAIN: The other girl in our picture seems to be worried about the girl who is feeling upset about something. She is showing that she cares about her friend who seems upset.

ASK: What are some other things we might do to show someone that we care? (ask to play, offer to give a hug or other gentle touch)

RECAP: Today we learned about empathy. What does empathy mean? (we understand how someone is feeling because we also have felt what the person is feeling) Today we talked about having empathy with someone who is feeling happy or sad.

Scaffolding Tips

Extra support ■ If a child seems uncertain about the meaning of empathy, describe one or more common situations in which he/she may experience empathy. Examples: lost or misplaced a prized toy (sad), get to eat at a favorite restaurant (happy). For each situation, ask how a person who experiences the situation might feel and whether the child has also had this feeling. ■ Children may be familiar with the word "empathy" from watching *Sesame Street* (which teaches the concept).

Enrichment ■ Ask children to remember and describe a time when someone did something to show he/she cares about someone else. It could be a situation the children observed or a time when one of the children showed he/she cared about someone else.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 2

Understanding Feelings *continued*

Social-Emotional

Center Activity

Place on a table some or all of the *feelings cards. Invite children to say what the child in each picture seems to be feeling and why the child might be feeling that way. Invite children to think about whether they have empathy with the child shown in the picture. Remind children that empathy means we understand how someone else is feeling.

*Printables provided

Family Child Care

Encourage children to describe ways they've seen someone in your setting show that they care about someone else in your setting.

This activity is informed by the following source: Brennan, L. C. (2011). *Teaching perspective-taking skills to children with autism disorders*. PRO-ED, Inc.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 2

Doing Drama

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to imitate facial expressions of others.

Key Concepts

New: Facial expression

Review: Imitate

Materials Needed

*Our Feelings poster

Also Promotes

Social-Emotional

*Printables provided

BEGIN: [*Arrange children so they are sitting in pairs.*]

What did we do with our voices yesterday when we pretended to be characters in the story of *Goldilocks and the Three Bears*? (we changed them to sound like a character)

EXPLAIN: Today we are going to practice imitating others by changing our facial expression. A **facial expression** is on someone's face. A facial expression can tell us what another person might be thinking or feeling.

When we pretend we are a character in a story, we usually imitate the character's facial expression and their voice. Remember, imitate means to sound like or look like someone or something else. Imitating someone else is usually part of doing drama.

ASK: What expression (or look) do you think was on Baby Bear's face when he said, "Somebody has been eating my porridge, and they ate it all up!"?

[*Follow-up prompt, if needed: "Do you think Baby Bear would look happy?"*]

ACT: [*Encourage children to suggest ideas and to show others the expression (look) on Baby Bear's face.*



Explain there are many different kinds of facial expressions. Display the Our Feelings poster. Point to one picture on the poster and invite children to describe the facial expression in the picture. Then invite children to imitate the facial expression of the child on the poster. Repeat this with two or three other pictures on the poster. It is not necessary for children to be able to name the emotion. The intent is to practice imitating facial expressions, not name emotions.]

EXPLAIN: Now we are going to work with a partner to play a game of imitating each other's facial expressions. I will count to three and the first person will make a face. This is kind of like our "Silly Faces Song." We can make any kind of facial expression we want. We do not have to make a silly face. We can make one of the other faces we know.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Doing Drama *continued*

Creative Expression

Then I will count to two and your partner will imitate the facial expression you made. We will take turns making a face and imitating our partner's face.

Let me show you.

ACT: [*Invite a volunteer child to be your partner for the demonstration. Sit facing each other. Have another adult count to three. Make a face and hold it. Then have the other adult count to two and invite the volunteer child to imitate your facial expression.*]

Now let's try it with our partners! Please turn so you and your partner are facing each other. I will tap the shoulder of the person in each pair that will go first.

[*Gently tap the shoulder of one person in each pair. You may wish to provide a reminder of how the game works.*

Encourage children to make a face when you count to three. Then count to two and invite the other child in the pair to imitate the first child's facial expression. Provide enough time for children to each have several turns making a face.]

RECAP: We are learning how to imitate another person's voice and facial expression. We usually imitate another person's voice and facial expressions when we do drama. Today we practiced imitating facial expressions. We can imitate someone's facial expression to show what a character might be thinking or feeling in a story.

Scaffolding Tips

Extra support ■ Pair yourself or a child who is skilled at making facial expressions with a child who needs support in imitating a facial expression. ■ If children seem uncertain about what type of face to make, offer two different familiar or common facial expressions for children to consider. Use the feelings poster as appropriate.

Enrichment ■ Encourage children to make two different facial expressions consecutively. Examples: mad face, happy face. Encourage the partner to imitate both.

Center Activity

Use *feelings cards that are linked to the Our Feelings poster. Place the cards face down on a table or on the floor. Invite one child to pick a card and, without showing the other children, imitate the facial expression on the card. Invite the other children to imitate the first child. Encourage children to take turns choosing a card.

*Printables provided



Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 2

Doing Drama *continued*

Creative Expression

Family Child Care

Invite school-age children to read books or tell stories with multiple characters with different emotions. Example: *Snow White and the Seven Dwarfs*. As they read the books or tell the stories, encourage all children to show the facial expressions they believe represent each character.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

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 N.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter N card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter N card.*]

What is the name of this letter?

[*Point to the uppercase letter N on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter N?

N n

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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will organize information on a chart.

Key Concepts

New: Present

Review: Most
Fewest
Equal

Materials Needed

3 index cards (see Be Prepared)

Chart paper (see Be Prepared)

Bingo dotter (see Be Prepared)

Marker

Be Prepared: Before the activity, put a different color on each of three index cards. Write the name of the color used on each index card. Place the index cards at the bottom of a chart paper. Title the chart Our Favorite Color. The purpose of the horizontal lines on the chart is to help place the dots in an easier order for later counting. The colors included in the activity description are examples only. If possible, provide two Bingo dotters to facilitate children's putting a dot on the chart. Save the chart completed in today's activity for Day 5.

BEGIN: Let's think about some colors.

[*For each of the following requests, ask children to please sit down after you have commented on the number of children who like a given color.*]

- Please pop up if you like the color purple.
- Please pop up if you like the color green.
- Please pop up if you like the color pink.

EXPLAIN: Today we will think more about the colors purple, green, and pink. We will choose our favorite of these three different colors. Then we will organize information about our favorite color on our chart.

[*Display Favorite Color chart. Point to and read the title of the chart. Point to each index card and read the color name written on the card.*]

We will use our chart to organize our information. Each of us will choose our favorite of the three colors on the chart by putting a dot above the color we like the best.



We will each put a dot on the chart above our favorite color. I will go first.

My favorite of the three colors on the chart is (color). I will put my dot above the (color) card.

ACT: [*Invite children, one or two at a time, to use the Bingo dotter to put a dot above their favorite color on the chart.*]

Now we have all of our dots on our chart. We have organized our information by putting dots above our favorite color.

What can we learn by counting the number of dots above each color? (how many people chose each color as their favorite)

Yelm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Lead children in counting together the dots above each color. Point to each dot as you count. Write the number of dots at the top of each column, similar to the Day 2 chart arrangement. Describe what the number means.*]

EXPLAIN: The color with the most dots above it is the favorite color of the most children in our room. The color with the fewest dots above it is the favorite color of the fewest children in our room.

Now we can present our information. We **present** our information by telling others what we found. Our information is the number of children who picked each color as their favorite.

ASK:
- Which color is the favorite of the most children in our room?
- Which color is the favorite of the fewest children in our room?

[*Discuss any colors that may have an equal number of dots, and remind children that equal means they are the same, if appropriate. Point out that equal means the same number of children chose these colors as their favorite.*]

RECAP: Today we used a chart to show our favorite color. What information did we learn by using our chart? (which colors were the favorite of the most and fewest children) We organized our chart by putting dots above our favorite color. Then we presented the information by telling what we found.

Scaffolding Tips

Extra support ■ In the opening segment, point to each color on the chart if you anticipate some children may be uncertain about a color. ■ As you count the dots above each color card, invite several children to help point to each dot as it is counted. ■ Offer an explicit description of the numbers you write on the chart. Example: "I am writing the number eight. We know this is what number eight looks like. There are eight children in our room whose favorite color is _____."

Enrichment: ■ Invite children to determine which group has the most or fewest by looking at the groups of dots without counting.

123 Center Activity

Provide each child a set of 20 different-colored Legos®. Encourage each child to sort the Legos® by color. After children have sorted the Legos®, invite them to line up each color group of Legos® side by side and count the number of Legos® in each group. Invite children to tell about the size of their groups.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Family Child Care

Try today's main activity outside. Lay the chart on the ground and encourage children to get up and move when it is their turn. Example: "It's Hunter's turn. Please jump two times before you put your dot on the chart!"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Perspective-taking

Children will strengthen their understanding of the concept of empathy.

Key Concepts

Review: Empathy
Embarrassed

Materials Needed

*4 pictures as shown

Several pieces of a train track

*Printables provided

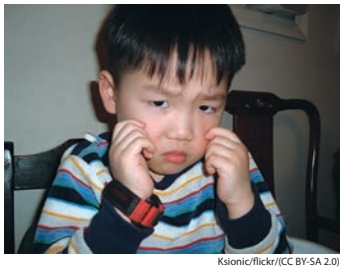
BEGIN: We are learning about empathy. What does it mean to have empathy? (we understand how someone else is feeling) Sometimes we can understand how someone is feeling because we also have felt the same way.

ASK: [*Display picture of girl who appears to be happy.*]



- We looked at this picture yesterday. Many of us have empathy with the girl shown in this picture. Why? (because she seems happy and we know what it is like to feel happy)

  [*Display picture of boy who appears to be sad.*]



Ksionic/flickr/(CC BY-SA 2.0)

- Here is another picture we looked at yesterday. Many of us have empathy with the boy shown in this picture. Why? (because he seems sad and we know what it is like to feel sad)

EXPLAIN: Today we will talk about having empathy with children when different kinds of things happen.



[*Display picture of a teddy bear.*]

Let me tell you about a boy named Austin. Austin's dad was going to read a book with him. The book was Austin's favorite book. Austin's favorite toy is a teddy bear. Austin wanted to hold his favorite toy while his dad read his favorite book, but he could not find his teddy bear. He looked and looked but could not find it anywhere.

ASK:

- How do you think Austin felt when he could not find his favorite toy?

  [*Encourage children to describe different emotions without saying whether one is correct. Example: "What else might Austin have felt when he could not find his favorite toy?"*]

- Have you ever not been able to find one of your favorite toys?
- How did you feel when you couldn't find your favorite toy?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Feelings *continued*

Social-Emotional

- Some of us may have empathy with Austin when he could not find his favorite toy. What does it mean to have empathy with Austin? (understand how he feels)

[*Display picture of Brianna drinking her milk.*]



EXPLAIN: Now let's learn about a girl named Brianna. Brianna went to a restaurant with her family. She ordered a glass of milk. It was in a special glass without a lid! She accidentally bumped her glass and the milk spilled all over her plate and on the table.

Brianna felt embarrassed when she spilled her glass of milk. We know that when we feel embarrassed, we feel foolish in front of other people.

ASK:
- Have you ever spilled milk or had something happen that made you feel embarrassed? Tell us about it.
- Some of us may have empathy with Brianna feeling embarrassed. What does it mean to have empathy with Brianna? (understand how she feels)
- What are some things we might do to help Brianna feel better? (tell her that you spilled your drink at a restaurant once before too; help her clean up the milk; ask her if you can give her a hug)

EXPLAIN: [*Display pieces of a train track.*]

There is one more person I want to tell you about today. This person is Ethan.

Ethan wanted to build a train track during center time. He walked to the block center thinking about the special track he would make. When he got to the block center, four other children were already in the center. The classroom rule was that only four children could be in the block center at the same time. Ethan told the children in the block area that he'd like a turn to build. But the children told him they weren't ready to leave the block area.

ASK:
- How do you think Ethan felt when he could not build a train track?

  [*Encourage children to describe different emotions without saying one is correct. Some children may focus on disappointment or frustration in not being able to build a train track. Other children may focus on emotions related to peers not accommodating Ethan's interest.*]
- Have you ever not been able to do something you really wanted to do?
- How did you feel when you couldn't do what you really wanted to do?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Feelings *continued*

Social-Emotional

- Some of us may have empathy with Ethan when he could not build a train track. What does it mean to have empathy with Ethan? (understand how he feels)

RECAP: Today we talked about how some children felt when different things happened. Austin couldn't find his favorite toy, Brianna spilled her milk, and Ethan couldn't build a train track when he wanted to. Did you feel empathy with any of the children in these situations?

Scaffolding Tips

Extra support ■ If children seem confused by the concept of empathy, describe another example of a typical situation, such as a child feeling some physical pain when he/she stubs a toe while running outdoors. Ask children whether they know how the child who stubbed his/her toe feels. Explain that understanding how the child feels means we have empathy with the child.

Enrichment ■ Brianna felt embarrassed when she spilled her milk. Ask children if we need to have empathy with Brianna in order to say or do something that might help Brianna feel better? (no) Why? (we can offer ways to help someone feel better without feeling empathy with someone)

Center Activity

Provide materials for a pretend animal or baby hospital. Help foster empathy in children by encouraging them to care for the animals or dolls as they pretend the animals or dolls are hurt or not feeling well.

Family Child Care

Choose a few pages from *The Way I Feel* or *Today I Feel Silly: And Other Moods That Make My Day* by Jamie Lee Curtis. For each character illustrated on pages you select, invite children to talk about what the pictured person may be feeling and whether they have empathy with the person.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 3

Doing Drama

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to imitate body movements of others.

Key Concepts

Review: Imitate

Materials Needed

None

Also Promotes

Physical/Health

Self-Regulation

Social-Emotional

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

We are learning how to pretend we are a character in a story by imitating the character's voice and facial expressions. Remember, imitate means to sound like or look like someone or something else. We usually imitate someone else when we do drama.

EXPLAIN: Today we will practice imitating how someone moves parts of their body! I will show you what I mean.

[*Choose a volunteer child to help demonstrate.*]

I will count to three and then start moving my body. (Child's name) will start imitating what I am doing with my body by trying to do the same thing with his/her body.

ACT: [*Count out loud to three, and do a simple movement, such as marching, or pretending to row a boat or climb a tree. Encourage the volunteer child to imitate your movements. Then invite the child to sit down.*]

EXPLAIN: (Child's name) was imitating my movements. I was (your action) and he/she imitated me.

Now it is your turn to imitate some movements.

[*Invite children to stand up.*]

When I count to three one person will start moving his/her body. Then the rest of the group will imitate the movements. We will start with the person sitting next to me and move around the circle.

We will keep imitating the movements until I say "stop." Then the next person in the circle will move his/her body. Each of us will have a turn to choose a movement for others in the group to imitate.

ACT: [*Invite children to begin the activity. Move around the circle as each child takes a turn in moving his/her body for others to imitate. If a child does not wish to lead a movement, he/she may pass.*]

RECAP: Today we practiced imitating the movements of someone else. When we do this in drama, we move our bodies like the character we are pretending to be in a story. This week we imitated three different things! We imitated voices, we imitated facial expressions, and we imitated the body movements of someone else.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29
DAY 3

Doing Drama *continued*

Creative Expression

Scaffolding Tips

Extra support ■ If a child has difficulty identifying a body movement to do for others to imitate, offer a choice of two different movements. Example: "Takima, would you like to try tiptoeing or stretching your arms?" ■ Children may need a reminder that we take turns doing body movements that children in the group imitate.

Enrichment ■ Invite children to choose a character in a familiar storybook. Then invite each child to show others how the character might move. Examples: Little Red Riding Hood skips through the woods, the Very Hungry Caterpillar crawls and munches.

Center Activity

Encourage children to continue to make facial expressions and/or move their bodies as other children imitate them. You may wish to provide action prompts, such as pretending to open a box that has a surprise in it, getting caught in the rain, or playing a position in baseball.

Family Child Care

Encourage preschool-age and school-age children in your setting to take turns leading and imitating body movements. The activity could be organized as a *Simon Says* game.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify a one-syllable word by blending its initial sound (onset) with the remaining sounds (rime). Children also will understand the name and sound of the letter N.

Key Concepts

Review: Slanted

Materials Needed

Paper bag

*6 pictures as shown

*Letter N card

*4 letter N 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 a lot about the sounds of words. Today we are going to focus on sounds in the names of some farm animals.

EXPLAIN: [*Display and clearly say the name of each pictured animal (cow, pig, duck, cat, dog, goat) as you place each picture in a paper bag.*]


katesheets/flickr/(CC BY 2.0)


James Langiewicz/flickr/Used With Permission


thskyt/flickr/(CC BY 2.0)







ACT: I am going to sing the song "Old MacDonald Had a Farm." Each time I sing the song, I will say the name of a farm animal in a special way. Try to figure out which animal I am singing about. Let's try it!

[*Pull an animal picture from the bag, being careful not to show children the picture. Sing the song as you emphasize the onset and rime segments of each animal name. Example:*

"Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a /c/-/ow/, E-I-E-I-O!"]

What animal did old MacDonald have on his farm?

[*After children have figured out the animal you were singing about, show the picture of the animal. Repeat the name of the animal, giving emphasis to the two sound segments. Continue singing the song as you pull a new animal picture out of the bag, one at a time. The two segments (onset and rime) of each word are listed below:*]

c-ow	p-ig	d-uck
c-at	d-og	g-oat

EXPLAIN: Let's learn more about the letter N.

[*Display letter N card.*

If a child(ren) whose name begins with the letter N 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 N when you say the name.]

N n

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Maybe someone in our group has the letter n somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase n, and it will look like this.

[*Point to the lowercase n on the letter card.*]

Pop up if you have the letter n somewhere else in your name (not at beginning).

[*If a child has the letter n somewhere else in his/her name, point to the name and to the letter n on the list of children's first names so all children can see the name and the letter n.*]

ASK: What is our word that begins with the letter N? (number)

ACT: The letter N says /n/, just like at the beginning of the word "number." /n/, /n/, number. Let's say that together: /n/, /n/, number.

I have two pictures of things that begin with the letter N. I wonder what they could be?



Craig Dugas/flickr/(CC BY-SA 2.0)





NottsExMiner/flickr/(CC BY-SA 2.0)



[*Hold up one picture card and invite children to identify the item in the picture. After children have an opportunity to guess or say the pictured item, point to and say the word written at the bottom of the card. Example: "This word says nest. The letter n 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 N and write them on our chart. Remember, the letter N says /n/, /n/.

[*Help children by suggesting other words that begin with N. Examples: nervous, neighborhood, nice, night.*

Invite one or more volunteer children to find the letter n 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 N on your chart paper.]

We use three lines to make an uppercase N. We begin by making a straight line up, then a slanted line down, and then another line up. Remember, 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 N in our letter journal. Please write the uppercase (big) letter N in your journal. Write as much of the letter as you can.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29
DAY 4

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we figured out what animal I pulled out of a bag by listening to me sing the name of the animal in a special way.

We also learned that the letter N says /n/, just like at the beginning of the word "number." We made the uppercase (big) letter N in our letter journal. Let's say together the sound the letter N makes (/n/).

Scaffolding Tips

Extra support ■ If children have difficulty identifying the animal in the song, say the onset and rime of the animal name again when you have finished singing the song. Then sing the part of the song that contains the name of the farm animal, giving emphasis to the two segments of the name. ■ If the prior tip is not sufficiently helpful, say the onset and rime segments of each word without the song. Invite children to figure out the animal name you said. Show the picture card as you repeat the two segments. ■ Use one or both of the remaining letter N picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Invite children, one at a time, to choose a farm animal picture card from the bag. Encourage each child to say the chosen animal's name. Then invite the other children to say the two segments (onset and rime) of the animal's name. ■ Sing a silly version of "Old MacDonald Had a Farm," including animals that do not live on a farm. Examples: bear, seal, fish. ■ Some children may be interested in your demonstrating and describing how to make a lowercase n. Example: "A lowercase n is made with one straight line and one curved line."

Center Activity

Provide *farm animal pictures used in today's activity. Omit pictures with an initial blend (chick, sheep). Encourage children to sort the cards by initial sound.

*Printables provided

Family Child Care

Provide younger children with a set of *farm animal pictures used in today's activity. Invite school-age children to sing the song and say the animal name as younger children hold up the animal card school-age children sing about.

*Printables provided

The blending activity is informed by the following source: Phonological Awareness Literacy Screening (n.d.). Old MacDonald had a farm [Online forum]. Retrieved from https://pals.virginia.edu/pdfs/activities/blending/oldmacdonald.pdf

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will use a chart to organize and present information.

Key Concepts

Review: Organize
Present

Materials Needed

*Pom-pom charts—1 per pair of children as shown

Red, green, blue pom-poms (see Be Prepared)

Cups—1 per pair of children

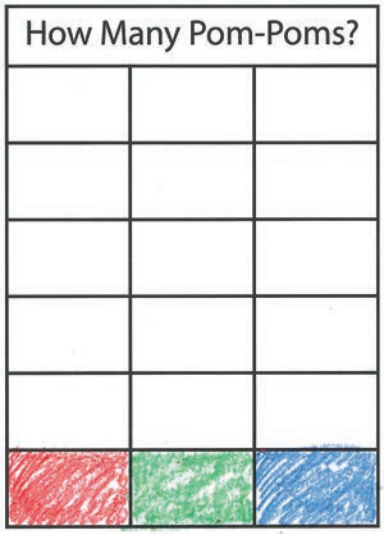
*Printables provided

Be Prepared: Children participate in pairs in this activity. Each pair will need one small cup of pom-poms. Before the activity, place varying numbers of each color pom-pom (red, green, blue) in a small cup. Ensure that each cup has a different number of pom-poms of each color. Example: one cup may have two red pom-poms, five green pom-poms, and one blue pom-pom. Another cup may have four red pom-poms, two green pom-poms, and three blue pom-poms.

BEGIN: We are learning to use a chart to organize and present information.

Today we will use our own chart to organize some pom-poms. We will work with a partner.

[*Place children in pairs. Give each pair one provided chart. Point to parts of the chart as you describe them.*]



EXPLAIN: The title of our chart is How Many Pom-Poms? There are three different colors at the bottom of our chart. You and your partner will get three different colors of pom-poms in one cup. The colors are red, green, and blue.

[*Display each color as you say its name.*]

You and your partner will have a different number of pom-poms in your cup. Some of us may have more blue pom-poms, and some of us may have more green pom-poms.

[*Give each pair of children a cup of pom-poms.*]

We will take our pom-poms out of our cup one at a time. Then we will put our pom-pom above the same color on the chart. Let me show you first.

[*Take one pom-pom out of a cup.*]

ASK: What color is this pom-pom?

EXPLAIN: I will place it above the (color) rectangle on the chart.

[*Put the pom-pom above the corresponding colored rectangle on your chart.*]

You and your partner will take turns choosing a pom-pom from the cup and placing it above the correct color on the chart. When both of you have finished, count the number of pom-poms above each color on the chart.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

ACT: [*Observe children as they take turns removing pom-poms from the cup and placing them on the chart. When each pair has finished, encourage them to count the number of pom-poms above each color on their chart.*]

Now we will take turns presenting our information. We can present our information by telling what we learned from our chart. Please tell us which color on your chart had the most pom-poms and which color on your chart had the fewest pom-poms.

[*Call on each pair one at a time. If time permits, ask each pair to lead children in counting together the number of pom-poms above each color. Members of the pair can take turns pointing to each pom-pom.*]

RECAP: Today we completed our own chart. We used our chart to organize and present information. What information did we learn by using our chart? (which color had the most pom-poms above it and which color had the fewest pom-poms above it) We organized our chart by placing our pom-poms above the same color on the chart. Then we presented the information by sharing what we found.

Scaffolding Tips

Extra support ■ As children count the pom-poms above each color, help them point to each pom-pom as it is counted, if appropriate.

Enrichment ■ Invite children to determine which group has the most or fewest by looking at the pom-poms without counting.

123 Center Activity

Supply *individual charts made on 8 ½ x 11 sheets of paper. If possible, laminate for durability. Invite children to color each section at the bottom of the chart a different color that is the same as pom-pom colors (with washable markers if laminated). Then provide cups of colored pom-poms for children to put above the matching color on the chart.

*Printables provided



Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Family Child Care

Provide individual charts similar to the one used in today's activity. At the bottom of the chart, write "boys" and "girls." Invite children to draw a picture of each next to the word to help them remember which column represents boys and which column represents girls. Invite each child to place above each word a dot with a marker that corresponds to the number of boys and number of girls in their family. Also invite children to place a dot on the chart that represents the gender of friends they like to play with outside of the child care program. Example: If a child has two boys in his/her family and also has a friend he/she likes to play with who is a boy, the child would place three dots above the word "boys." Invite children to present their charts to others by first describing how many boys and girls are in their families (including friends). Then compare all charts to determine who has the most boys and who has the most girls.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Be Prepared: Prepare a chart as described in the activity plan. Print the book title and, if appropriate, draw an image of something related to the book topic as an additional descriptor. Select two short books of interest to children. Read the book at the end of the session, if possible, or at some point during the same day so children promptly experience the consequence of their voting.

Skill and Goal

Knowledge of social environments

Children will understand basic characteristics of choice-making, including voting.

Key Concepts

New: Choice
Vote

Materials Needed

Prepared chart (see Be Prepared)

2 children's books of your choice (see Be Prepared)

*Our Feelings poster (See Extra Support tip)

Also Promotes

Mathematics

Social-Emotional

*Printables provided

BEGIN: Each of us makes lots of choices every day. What do you think it means to make a choice? (pick something, decide what to do)

EXPLAIN: We pick between two or more things when we make a **choice**. We might make a choice about what we would like to eat for breakfast or what clothing we would like to wear.

Each of us makes a choice about what we want to do during center time each day.

We need to think carefully about the choices we make. Let's talk about why someone might choose to play in the block area or in the housekeeping area.

ASK:

- Why might someone choose to play with blocks? (he/she likes to build, he/she wants to make a zoo with animals)
- Why might someone choose to play in housekeeping? (he/she wants to pretend to make lunch, he/she wants to play with dolls)

EXPLAIN: Let's pretend that blocks and housekeeping are the only two areas open for play. Everyone needs to make a pretend choice between blocks or housekeeping.

ACT: Please raise your hand if you would choose to play in the block area.

[*Invite children to put their hands down.*]

Please raise your hand if you would choose to play in the housekeeping area.

[*Invite children to put their hands down.*]

ASK: We just pretended that two choices were available to us. What were our two choices?

EXPLAIN: Let's make another choice. We are going to make a special kind of choice called a vote. People make a choice together when they **vote**. The choice we make with our votes will affect everyone in our group.

We are going to vote on the book we would like to read. We need to pick one book because we will have time to read one book only. I have two books for us to choose from.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

[*Display each of the two books. Briefly describe each book. If time permits, pass around both books and encourage children to look through each.*]

We are going to vote by standing near the book we want all of us to read. The book that gets the most votes is the book we will read. Remember, there will not be time to read two different books today. That's why we need to make a choice about which book we want to read. Each of us gets to vote for one book only. We cannot vote to read two books.

ACT: [*Identify two nearby, but separate areas, where children can stand near the book of their choice. One area is for Book A voters, the other area is for Book B voters. Place the book on a table or stand so it is visible to children.*]

Book A title	Book B title

Please stand near (Book A) if you would like us to read (Book A) today. Please stand near (Book B) if you would like us to read (Book B) today.

Please help me count the number of children in each of our two groups.

[*Lead children in counting the number of children in each of the two groups as you point to or gently tap each child. On the chart, write the number of children who voted for Book A before counting the number of children who voted for Book B. Explain that you are writing the number of votes for each book on the chart. Describe the chart's two columns and how the numbers tell the number of votes. Children are not expected to know or recognize two-digit numbers.*]

Let's look at our chart. Our chart tells us that more of us voted for (book name) than (book name). (Book name) is the book we will read.

EXPLAIN: Sometimes the thing we voted for does not win. We may feel disappointed if our choice does not win. Remember, when we feel disappointed, we are sad because something didn't work out the way we would have liked.

Is anyone disappointed that the book you voted for is not the book we will read today?

Sometimes when we are disappointed about the results of a vote, it helps to think of some good things about our voting. The book we will read today may have nice pictures or tell us things we did not know. We may be able to read the book that didn't win some other time.

RECAP: Today we learned about making choices and voting. We talked about how it is important to think about why we want to vote for one thing or another. We learned that voting in a group means our vote affects everyone in our group. How did our voting about a book affect everyone in our group? (this is the book our group will read today)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 4

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ If children have difficulty voting for only one book, invite them to stand near you and watch how voting works. ■ You may need to provide a reminder of what it means to feel disappointed (Social-Emotional Week 14, Day 2). Point to and describe the Our Feelings poster's picture of the child who seems disappointed.

Enrichment ■ Encourage children to think about other things they may be able to vote on during the day. Example: A game to play outside.

Center Activity

Arrange up to five sets of play food items with two items in each set. Invite children to vote for their favorite item in each set by placing a counter in a bowl in front of the play food item. Children should consider one set of two items at a time.

Family Child Care

If you have access to the Internet, invite children to watch *Daniel Tiger's Neighborhood: The Neighborhood Votes/The Class Votes*. This episode explains the process of voting for several things and how voting can be done in several ways. After children have watched the episode, discuss each thing the children in the video voted for and the reasons each child wanted to vote for each thing. Examples: "Why did Daniel want to vote for the slide?" (because he wanted to go fast) "When the slide didn't win, what was one good thing Daniel thought of about the swings?" (they could all swing together)

The activity is informed by the following source: Friedman, B. & Santomero, A. C. (Writers). (2012). The neighborhood votes/ The class votes [Television series episode]. In A. C. Santomero, K. Morrison, & V. Commisso, (Executive Producers), *Daniel Tiger's Neighborhood*. Pittsburgh, PA: The Fred Rogers Company.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will move in different ways around obstacles.

Key Concepts

New: Around

Review: Forest

Materials Needed

Open space

15–20 small traffic cones (see Be Prepared)

Also Promotes

Self-Regulation

Be Prepared: Today's activity uses traffic cones or two-liter plastic bottles to create obstacles for children to move around. If using plastic bottles, fill each bottle partially full with sand to prevent the bottle from tipping over.

BEGIN: We are learning how to move our bodies by walking, marching, hopping, and galloping. Today we will play a game that uses some of the movements we are learning.

EXPLAIN: Our game is called *Moving Through a Forest*. We will pretend we are going through a forest. Last week we learned about a forest. Remember, a forest is a habitat covered with trees and other plants.

ASK:
- Does our classroom look like a forest?
- What might we add to our classroom to help us pretend it is a forest?

EXPLAIN: We could add some pretend trees to our classroom. There are lots of trees in a forest.

[*Display several cones or bottles.*]

Here are some (cones or bottles) that we can pretend are trees. We can put our pretend trees in our activity space. Please help me decide where to put our pretend trees in our activity space.

ACT: [*Guide children in putting some "trees" close together, but not touching, and some further away from each other. Provide sufficient space for children to move between and around the obstacles.*]

EXPLAIN: We want to move through our forest by going around the trees. We go **around** something to avoid bumping into it. There are different ways to go around something. We can move to the side of something to avoid bumping into it. We can move in a big circle around something.

[*Demonstrate or invite a volunteer child to demonstrate each way to go around a "tree." Describe how each of your movements avoids hitting the "tree."*]

ACT: Let's first go through our pretend forest by walking. You may move in any direction you like. We want to watch out for people around us to make sure we do not bump into someone.

[*Provide verbal guidance as appropriate and necessary.*

After several minutes, ask children to stop walking and invite them to move in one of the ways listed below. Offer an additional movement if time and child interest permit.]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Moving Our Bodies *continued*

Physical/ Health

- March around the trees
- March with a partner around the trees
- Hop around one tree.

RECAP: Today we practiced some different ways to move through a pretend forest.

- What ways did we move through our pretend forest?
- How did we avoid bumping into a "tree"? (moved around it)
- How did we avoid bumping into each other? (looking carefully at people near us)

Scaffolding Tips

Extra support ■ Invite children to identify things they walk around in the classroom every day to avoid bumping into them (tables, chairs, easels, sensory tables). ■ If a child bumps into or knocks over a "tree," ask him/her to stand it up again and to describe what to do next time to avoid bumping into something. ■ Adjust "tree" placement to accommodate children's movement.

Enrichment ■ Encourage children to add one more component to their movement, such as walking on tiptoes or walking faster around a "tree." ■ Invite a child to walk backwards around a "tree."

Center Activity

Take supplies outside, encourage children to place the "trees" and engage in variations of the indoor activity.

Family Child Care

Encourage an older child to take a younger child by the hand to walk around the "trees."

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs.* Champaign, IL: Human Kinetics.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

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 N.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter N 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 N card.*]

What is the name of this letter? What sound does the letter N make?

Letter N says /n/, just like in "numbers." /n/, /n/, numbers. Let's together say /n/, /n/, numbers.

N n

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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how a chart can be used to organize and present information.

Key Concepts

Review: Organize

Materials Needed

Charts done on Day 2

Chart done on Day 3

BEGIN: We are learning how to use a chart. We know that a chart is used to organize and present information. Remember, we can organize our information by putting it in a certain area or order. What are some of the things we counted this week? (ourselves, favorite animal, favorite play food, favorite color, pom-poms)

EXPLAIN: We used craft sticks to show our favorite play food and our favorite animal. Let's again look at our charts.

[*Display play food chart used in Day 2.*]

ASK:

- Which play food was our classroom's favorite?
- How did we figure out which play food was our classroom's favorite? (we counted the number of craft sticks put by each play food and determined which food had the most sticks)
- There are numbers on our chart. What do the numbers mean? (how many craft sticks were put by each play food)

[*Display animal chart used in Day 2.*]

- Which animal was our classroom's favorite?
- How did we find out which animal was our class favorite? (we counted the number of craft sticks put by each animal and determined which animal had the most sticks)

EXPLAIN: We also used a chart to organize information about our favorite color.

[*Display favorite color chart used in Day 3.*]

ASK:

- Which color was our classroom's favorite?
- How did we figure out which color was our class favorite? (we counted the number of dots above each color and determined which group had the most dots)

RECAP: This week we used charts to organize and present information. We wrote numbers on our charts to tell what things were our favorites.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ Remind children that writing a number on our chart is the same as recording information. (Record was introduced in Science Week 3, Day 1.) ■ Count together each group on the charts to help children remember which items were the favorites.

Enrichment ■ Invite children to tell which was their favorite thing organized this week and why.

123 Center Activity

Supply *individual charts used in yesterday's center activity. At the bottom of the chart, invite children to place a different kind of small manipulative (counters, small blocks, etc.) in each of the three sections. Provide cups of the same manipulatives for children to put on the chart. Encourage children to count the number of manipulatives in each group to determine which group has more.

*Printables provided

Family Child Care

Send a small individual chart home with children. Encourage children to prepare, with help from family members, a chart of items in their home. Example: Types of furniture in the home (how many beds, chairs, etc.). Invite children to bring back and share their chart with children in your setting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will broaden their understanding of voting.

Key Concepts

Review: Vote

Materials Needed

Prepared chart (see Be Prepared)

Stickers—1 per child

Also Promotes

Mathematics

Be Prepared: Prepare a chart similar to the one pictured. For today's voting, offer two activity options that are acceptable to your center's policies and your classroom's situation. The activity's game options are offered as illustrations only. If stickers are unavailable, you may choose to help children make a mark on the chart for their vote.

BEGIN: Yesterday we learned that when people vote on something, they make a choice together. The thing with the most votes is the winner.

EXPLAIN: Today we are going to vote again. This time we are going to vote for a game to play during outdoor time. We learned yesterday that it is important to think carefully about our choices before we vote on something.

[*Point to and describe choices as depicted on the chart.*]

Duck, Duck, Goose	Soccer

We are going to vote between *Duck, Duck, Goose* and soccer. Let's take a minute to think about why we might want to vote for one of the games instead of the other. We need to vote on one game because we will only have time to play one game during our outdoor time.

ASK:

- What is something you like about the game *Duck, Duck, Goose*?
- What is something you like about soccer?

ACT: Now let's vote. I will give each of you a sticker. You can use your sticker as you vote. Please put your sticker under *Duck, Duck, Goose* if you would like to play this game. Please put your sticker under soccer if you would like to play soccer.

[*Point to and say the two choices on the chart. Invite children, one at a time, to place their sticker under their choice. Encourage children to place their sticker where it can be easily counted (not on top of another sticker). Remind children that their sticker is their vote.*]

Now let's count how many stickers on our chart are under *Duck, Duck, Goose*.

[*Lead children in counting the total number of stickers in the group as you point to each sticker. Write the number on the chart next to the stickers.*]

Now let's count how many stickers on our chart are under soccer.

[*Again, lead children in counting the total number of stickers in the group as you point to each sticker. Write the number on the chart next to the stickers. Point to each number as it is discussed.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Remember, the game with the most votes is the winner. *Duck, Duck, Goose* had ___ votes. Soccer had ___ votes. ___ votes is more than ___ votes. (Name of game) had the most votes. It is the winner.

EXPLAIN: Some of us may be disappointed that the game we voted for did not win. Sometimes it helps us feel better to think of some good things about our voting.

ASK: What are some good things about the game that won? (ball is fun to kick, chasing someone is fun)

RECAP: Today we voted for a game to play together during outdoor time. We voted between two different games. The game with the most votes is the game we will play. Some of us may be disappointed that the game we voted for did not win. We talked about some things to think about if we feel disappointed.

Scaffolding Tips

Extra support ■ Children may wish to vote for the game a friend voted for. Encourage children to vote for the game they want the group to play, not the game someone else thinks should be played.

Enrichment ■ Encourage children to describe why they like one game more than the other.

Center Activity

Invite children to identify and arrange sets of two items for a repeat of the center activity offered in Day 4 of this week. Children may wish to select books, manipulatives, or toy figures instead of play food items.

Family Child Care

Encourage children to vote throughout the day. Example: "Let's vote for the song we should sing during music time."

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will move next to and around obstacles.

Key Concepts

Review: Next to
Around

Materials Needed

Open space

15–20 small traffic cones (see Be Prepared)

Also Promotes

Self-Regulation

Be Prepared: Create two parallel lines of traffic cones or two-liter plastic bottles (partially filled with sand) used in yesterday's Physical/ Health activity plan. Leave sufficient space between the two lines and between cones/bottles for children to walk around the cones/bottles. See the diagram in this activity plan. Arrange for another adult to help.

BEGIN: Yesterday we pretended our classroom was a forest. We moved in different ways around the pretend trees in our forest. We avoided bumping into each other by looking carefully at people near us.

ASK: How did we avoid bumping into one of our pretend trees? (walked around it, moved to the side of it)

EXPLAIN: [*Walk along and point to the two different rows of "trees" as you describe today's "forest."*]

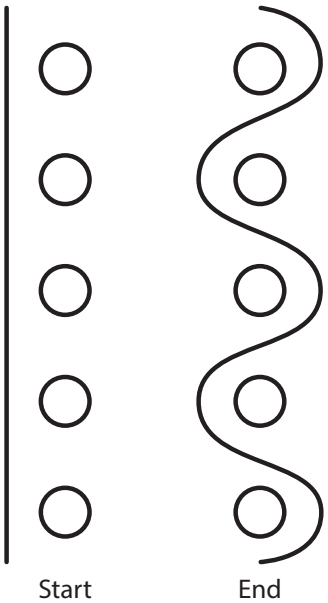
We will move in our pretend forest again. Our pretend forest today is different from the forest we moved through yesterday. There are two different lines of trees.

Today we will walk next to one line of pretend trees. We know that one way to be next to something is to be by its side. Our bodies will be next to the trees when we walk beside this line of pretend trees. Please watch me show you which line of trees we will walk next to.

[*Demonstrate walking at a normal pace alongside a line of "trees"; walk on the outside of the line, not between the two lines of trees. See diagram. Demonstrate putting arms and hands next to your body to avoid bumping into a "tree."*]

We will keep our arms and hands next to our bodies so we do not bump into or knock over any of our trees.

We will walk around the trees that are in our second line of trees. We can walk around something by making part of a circle with our body. Please watch me walk around the trees in our second line of trees.



[*Demonstrate and describe walking around each tree. See diagram. Keep arms and hands to the sides of your body.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29 DAY 5

Moving Our Bodies *continued*

Physical/ Health

ASK:
- Where were my arms and hands when I walked around the tree?
- Why? (to avoid arm/hand bumping into a "tree")

EXPLAIN: [*Point to the starting point for walking next to a line of "trees."*]

We will start here for our walk next to a line of pretend trees. We will go one at a time. We want to look at the person in front of us and at our line of pretend trees so we do not bump into someone or into a pretend tree.

When we get to the end of our first line of trees, we will turn around and walk around the trees in our second line of trees. Please watch me walk each of the lines of trees.

[*Demonstrate and describe walking next to the first line of "trees," turning, and then walking around each "tree" in the second line. At the end of your demonstration, point out that you ended up near the place where you started.*]

ACT: [*Use an orderly process for starting each child on a walk next to the first line. A second adult can help guide children in turning around at the end of the first line and starting the process of walking around "trees" in the second line. Provide verbal guidance as appropriate. Children may benefit from reminders about not rushing. Repeat once or more often if time and child interest permit.*]

RECAP: Today we walked next to one line of pretend trees, and we walked around trees in our second line of pretend trees. Which line took longer (more time) to walk? Is it harder to walk next to something or to walk around something? Why?

Scaffolding Tips

Extra support ■ Provide 2–3 cones/bottles for children to walk around in a practice activity if you anticipate this movement will be challenging. ■ An easy way to decrease the activity's challenge is to reduce the number of cones/bottles in each line. ■ If a child has difficulty walking around cones/bottles, positively acknowledge the child's efforts and encourage him/her to walk next to (rather than around) the remaining "trees" in the line. ■ Some children may prefer to watch rather than participate in the second line.

Enrichment ■ If children readily engage the first walk with both lines, reverse the walking order for a second time (walk around "trees" in the first line, walk next to "trees" in the second line). ■ Invite children to walk around two trees at a time.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 29

DAY 5

Moving Our Bodies *continued*

Physical/ Health

Center Activity

Set up the two lines of cones/bottles outside for additional practice.

Family Child Care

Invite school-age children to demonstrate the two approaches to walking each line.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs*. Champaign, IL: Human Kinetics.

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30 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)
- Identifying the letters D, W, L, and N (Days 1, 3, 5)
- Practicing blending sounds (Day 2)
- How to make new words by taking away the beginning sound (Day 4)

Mathematics

Counting Things

- How to collect and organize information about our favorite shapes on a chart (Days 1, 5)
- How to sort beads by color and organize information on a chart (Days 2, 5)
- How to measure, organize, and present information on a chart about the length of three different strings (Days 3, 5) and our height (Days 4, 5)

Self-Regulation

Focusing & Remembering

- How to follow requests by watching and remembering
  - *Orange Circle, Purple Circle* game (Day 1)
- How to follow requests by listening, watching, and remembering
  - *The Freeze Game* (Day 2)

Social-Emotional

Understanding Feelings

- What we might say to children who seem upset about something (Day 3)
- What children might think or feel if different things were said to them (Day 3)

Social Studies

Exploring Where We Live

- How to use ballots and a ballot box to vote for a name for our teddy bear and for a toy to play with at center time (Days 4–5)

Creative Expression

Doing Drama

- How to pretend to be different people (Day 1)
- How to pretend to be an animal (Day 2)
- How to pretend to do different activities (Day 3)

Physical/ Health

Moving Our Bodies

- How our feet and legs move when we skip along a straight line (Day 4)
- Practicing skipping in a circle (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

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 letters D.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter D card

Book of your choice for this week's repeated reading

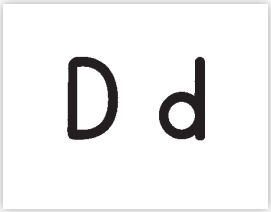
Chart paper

Marker

*Printables provided

BEGIN: [*Display the letter D card.*]

- What is the name of this letter?
- Pop up if you have the letter D 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?*]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Geometric and spatial knowledge

Children will collect and organize shape information for a chart.

Key Concepts

New: Collect

Review: Organize
Most
Fewest

Materials Needed

*Circle, square, and triangle cutouts—1 each to be placed at the bottom of chart

Basket

Prepared chart (see Be Prepared)

Sticky tack

Bingo dotter

*Number list (see Extra Support tip)

*Printables provided

Be Prepared: Prepare a chart with a large piece of paper. Draw lines to create three columns and 12 rows. Shapes will be placed in the bottom row, which will need to be wide enough to accommodate the shapes. See picture in activity plan. Add additional rows to accommodate shapes, if necessary.

BEGIN: Last week we began learning how we can put information on a chart, so we can learn about something.

EXPLAIN: Today we will use a chart that tells us about our favorite shapes.

[*Display a circle, square, and triangle. Encourage children to name and briefly describe each shape as you point to it.*]

When I call your name, please tell us which one of the three shapes is your favorite. Then you may choose your favorite shape from the basket.

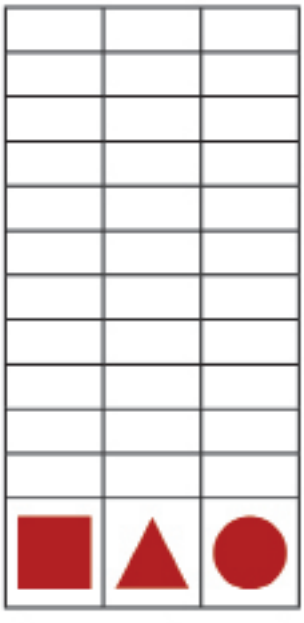
ACT: [*Ask each child, one at a time, to name their favorite shape. Then invite them to choose the shape from the basket.*]

Now we will sort ourselves by our favorite shape.

[*Arrange children into favorite shape groups. Ensure groups are not in close proximity of each other.*]

- If your favorite shape is a circle, please stand over here.
- If your favorite shape is a square, please stand over here.
- If your favorite shape is a triangle, please stand over here.

EXPLAIN: Now let's count together how many people are in each group. We are collecting information about favorite shapes when we count. When we **collect** information, we gather it together. Remember, last week we collected information about the number of pom-poms when we counted pom-poms on our chart.



ACT: [*Lead children as they count together the number of children in each group. Invite children to sit down while remaining in their groups.*]

We will use a chart to organize information about favorite shapes.

[*Display shape chart.*]

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

We will begin with the group that has the fewest children.

Which of our shape groups has the fewest children?

I will place the shape that is the favorite of the group with the fewest children at the bottom of the chart first.

[*Use sticky tack to affix the (shape with fewest children) to the bottom left side of the chart.*]

Now each person in the (shape with fewest children) group will place a dot above the shape on our chart.

[*Invite children in this group, one at a time, to place a dot above the shape on the chart. Dots are to be placed vertically on the chart. The first child should place his/her dot in the space directly above the shape. The second child should place his/her dot in the space directly above the first dot, etc. No space should have more than one dot.*]

There were ___ children in the group that picked the (shape) as a favorite shape. There should be ___ dots in a line above the (shape) on our chart. Let's count each dot in the line to make sure.

[*Lead children as they count together the number of dots while you or a volunteer child points to each dot.*]

Which of our shape groups has the most children?

I will place the shape that is the favorite of the group with the most children at the bottom of the chart.

[*Use sticky tack to affix the (shape with the most children) on the bottom right side of the chart.*]

Now each person in the (shape with the most children) group will place a dot above the (shape) on our chart.

[*Invite children in this group, one at a time, to place a dot above the shape on the chart. Follow procedures used with the first group.*]

There were ___ children in the group that picked the (shape) as a favorite shape. There should be ___ dots in a line above the (shape) on our chart. Let's count each dot in the line to make sure.

[*Lead children as they count together the number of dots while you or a volunteer child points to each dot.*]

We have one more shape group. This shape group has fewer children than the group that just placed their dots on the chart.

I will place the shape that is the favorite of the remaining group at the bottom of the chart.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Use sticky tack to affix the (favorite shape of the remaining group) at the bottom middle of the chart.*]

Now each person in this group will place a dot above the shape on our chart.

[*Invite children in this group, one at a time, to place a dot above the shape on the chart. Follow procedures used with the first group.*]

There were ___ children in the group that picked the (shape) as a favorite shape. There should be ___ dots in a line above the (shape) on our chart. Let's count each dot in the line to make sure.

[*Lead children as they count together the number of dots while you or a volunteer child points to each dot.*]

Now we have each placed a dot above our favorite shape on our chart. Let's talk about what our chart tells us.

- Which shape was the favorite of the most children?
- Which shape was the favorite of the fewest children?

EXPLAIN: Let's look carefully at our chart. Our chart begins with the shape that was the favorite of the fewest children.

[*Point to far left column.*]

Our chart ends with the shape that was the favorite of the most children.

[*Point to far right column.*]

Each line of dots gets taller and taller as we move across our chart.

[*If two or more lines are equal in height, emphasize that they are equal. The same number of children liked each of the shapes represented by the lines.*]

RECAP: Today we made a shape chart. We collected information about our favorite shapes, and then we used our chart to organize our information. What information did we learn by looking closely at our chart? (how many people chose each shape as their favorite, which shape was the favorite of the most people)

Scaffolding Tips

Extra support ■ To help children better understand how information is organized from fewest to most on the chart, compare the number of dots in each column. Use a number list to show children how each group (from left to right) increases in quantity.

Enrichment ■ Ask children, "If there was a shape that was liked by zero children, where would it be placed on the chart? Remember, zero means none." (far left)

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 1

Counting Things *continued*

123 Mathematics

123 Center Activity

Supply *individual charts. Fill a bowl with different numbers of each of three colors of Legos®. Invite children to sort the Legos® into groups by color, count the number of Legos® in each group, and organize the number of Legos® in each group on a chart, from fewest to most.

*Printables provided

Family Child Care

Invite children to share the chart with family members at pickup time. Encourage children to explain how the information is organized. (begins with the shape liked the least, ends with the shape liked the most)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

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

Blue circle, yellow circle, purple circle, and orange circle cut from construction paper

Yellow triangle, yellow square, and blue rectangle cut from construction paper (see Enrichment tip)

Be Prepared: If time permits, offer *Music Marks* from Week 28, 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 28, 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. 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 stomp 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 stomp.*]

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 stomped when we saw the orange circle.

Let's play our game one more time. This time we will use four different colored circles and change the rules of the game.

[*Hold up each circle and demonstrate the body movement that corresponds with each.*]

- We will stomp when we see the orange circle.
- We will clap when we see the purple circle.
- We will tap our knees when we see the blue circle.
- We will tap our nose when we see the yellow circle.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

Let's see if we remember what we need to do for each circle.

- What do we do when we see the orange circle? (stomp)
- What do we do when we see the purple circle? (clap)
- What do we do when we see the blue circle? (tap our knees)
- What do we do when we see the yellow circle? (tap our nose)
- What do we do when I put the circles behind my back? (stop)

Let's practice!

[*Continue playing the game as you hold up each circle. Be sure to clearly say, "Orange Circle!," "Purple Circle!," "Blue Circle!," and "Yellow Circle!" when you hold up the circles for all to see. Hold up each one for several seconds. Then put the circles behind your back.*

If children follow the prompts without much difficulty, then choose two colors and do the opposite motions for each. Example: Tap knees with a yellow circle and tap nose with a blue circle. Be sure to review the game changes before you begin a new version.]

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? (look 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, stomp your feet 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*: Use a yellow triangle and a yellow square. Wiggle for the yellow triangle and stop for the yellow square. Then do the opposite. You may also wish to add a blue circle and blue rectangle. Run in place for the blue circle and clap your hands for the blue rectangle. Children will stop when shapes are placed behind your back.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 1

Focusing & Remembering *continued*

Self-Regulation

Center Activity

Provide the colored circles used during today's activity. 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 1

Doing Drama

Creative Expression

Be Prepared: Place the seven pictures of people inside the cloth bag.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will pretend to be another person.

Key Concepts

Review: Imitate
Pretend

Materials Needed

*7 pictures as shown

Paper or cloth bag

Also Promotes

Social Studies

Language/Literacy

*Printables provided

BEGIN: Last week we imitated someone else's voice, facial expressions, and body movements. We know that imitate means to sound like or look like someone or something else.

EXPLAIN: Today we will practice imitating all three at the same time by pretending to be another person. Remember, when we pretend, we act as if something is true or real when it is not.

[*Display cloth bag.*]

In my bag, I have pictures of seven different people. We will pretend to be the person in each picture I pull from the bag. Let's try one.

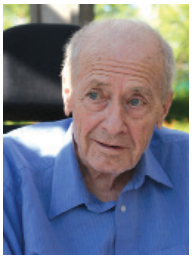
ACT: [*Pull out and display the picture of a baby.*]



- What might this person's voice sound like?
- What kinds of facial expressions might this person have? (crying, smiling, etc.)
- What kinds of body movements might this person make? (crawling, walking, etc.)

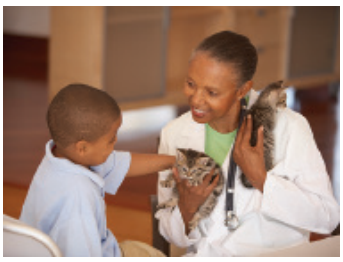
[*Ask for a volunteer to pretend to be a baby. Encourage children to join the volunteer in pretending to be a baby. Encourage the child to use a baby's voice/sound, facial expressions, and body movements.*]

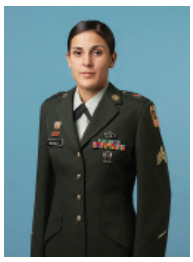
Let's do some more pretending.













Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 1

Doing Drama *continued*

Creative Expression

[*Pull one picture at a time from the bag. For each picture, ask the questions listed above. Then encourage children (all at the same time) to pretend to be the pictured person. The pictures show a grandfather, police officer, dad, veterinarian, military member, and mom. Encourage children to pretend to be as many of the pictured people as time and child interest allow.*]

RECAP: Today we pretended to be different people. We thought about how each person's voice might sound, what facial expressions each person may make, and how each person may move his/her body. It's fun to pretend to be someone other than ourselves!

Scaffolding Tips

Extra support ■ Offer prompts of how the pictured person might move his/her body. Examples: "What would the veterinarian do to check the kitten's heartbeat?" "What would the dad do to play with his child?"

Enrichment ■ Invite children to identify a person they would like to pretend to be (pilot, teacher, athlete, etc.).

Center Activity

Provide a range of props in the housekeeping center for children to use in pretending to be different people.

Family Child Care

Encourage children to pretend they are talking with the pictured person. Examples: child pretends to interact with pretend veterinarian or mom or dad.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 2

Progress Assessment

Sound Blending

Language/ Literacy

3-5 YEARS

One-to-One

Skill and Goal

Phonological awareness

Children will individually demonstrate their understanding of sound blending: body-coda and onset-rime.

Key Concepts

Review: Riddle

Materials Needed

*Word riddles provided at end of assessment description

*12 picture cards (see Be Prepared)

Paper bag

*Printables provided

Be Prepared: Today begins an **individual progress assessment** of children's understanding of sound blending: body-coda and onset-rime. These advanced literacy skills are most appropriately assessed after children have responded positively to the sound blending activity plans scheduled for Weeks 24, 25, 27–29 (Days 2 and 4). Assessment is not recommended if children have generally found these activity plans to be especially challenging.

There are two activities in this assessment. For the first activity, use the word riddles provided at the end of this assessment description. For the second activity, use the following picture cards: bee, fish, bird, goat, seal, fox, horse, bear, rat, bat, bull, and cow. Place the picture cards in a paper bag.

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 30, 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 play two games today. Our first game is a riddle game we've played before. Remember, a riddle is a fun way to ask a question. The game is called *What is the Word?*

Activity 1 (body-coda)

EXPLAIN: I will say the riddle and then say the word in two parts for our game. Then we will try to figure out the word. Let's try our first word together.

This is something that is wet and falls from the sky. The two parts of the word are "rai-n." What is the word?

[*If the child identifies the word "rain," continue Activity 1 with the procedure described below. If the child provides an incorrect response, or no response, move to Activity 2.*]

ACT: [*Use the following procedure:*

- *Say a word riddle.*
- *Say the word in two parts (body-coda). Be sure to pause briefly between the two parts.*
- *Ask the child to determine the word. If the child is uncertain, repeat the two parts. Ask the child to repeat the two parts with you. Then invite the child to say the word independently. Example: "Listen as I say the word in two parts. The word I am thinking of is 'rai-n.' Please say with me the two parts of the word 'rai-n.' Now please say the two parts of the word together. What is the word?"*
- *If the child needs more help, model the correct response. Example: "I am thinking of the word 'sheep.' If I put 'shee' and 'p' together, the word*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Sound Blending *continued*

is "sheep." Please say shee-p, sheep." After the child responds, reinforce by saying "Yes, shee-p is sheep.]

Let's figure out some more words. Remember, I will say the riddle and then say the two parts of the word. Then you can figure out the word I am saying.

Activity 2 (onset-rime)

EXPLAIN: Now we will play another game with words. We have played this game before.

[*Display bag with animal pictures.*]

I have a bag of animal pictures. I am going to take one picture out of the bag but not show you the picture. Please try to figure out what the picture shows after I say the name of the animal in a funny way. I'll say the two parts of the animal's name. Let's try one together first.

ACT: [*Pull a picture card from the bag, being careful not to show child the picture. Say the name of the animal as you emphasize the onset and rime segments of the word. Example: "b-ee."*]

What animal did I say?

[*After the child has figured out the animal name you were saying, show him/her the picture of the animal. Repeat the name of the animal, giving emphasis to the two sound segments.*]

b-ee	f-ish	b-ird	g-oat	s-eal	f-ox
h-orse	b-ear	r-at	b-at	b-ull	c-ow

[*Use the following procedure:*

- *Pull a picture card out of the bag, being careful not to show child the picture.*
- *Say the onset and rime segments of the animal name. Be sure to pause between the two segments.*
- *Ask child to determine the word. If the child is uncertain, repeat the task emphasizing the onset and rime. Say "Let's try again. My picture is of a /b/-ee. Now you say those sounds and then put them together. What is it?"*
- *If the child needs more help, model the correct response. Show the child the card and say "This is a picture of a bee. My funny word was /b/-ee. When you put the two parts together, it makes the word bee. Now you say the word: /b/-ee, bee." "Here is a card for you to hold."*]

RECAP: Today we played a game called *What is the Word?* We listened to the two parts of a word and then figured out the word I was saying. We also figured out what animal picture I pulled out of a bag after I said the name of the animal in a funny way.

The blending activities are informed by the following source: Reading Rockets (n.d.). Blending and segmenting games. Retrieved from http://www.readingrockets.org/strategies/blending_games

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 2

Sound Blending *continued*

Language/ Literacy

Scaffolding Tips

The type of support to offer children during this assessment is described in the session plan.

Center Activity

Provide *picture cards: fox, fish, bee, bird, duck, dog, cow, and cat. Encourage children to sort cards by initial sound.

*Printables provided

DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance twice, once for sound blending using body-coda and once for sound blending using onset-rime. Record your designation for each child on the provided form. Options are as follows:

Activity 1 (body-coda)

Got It: Child completes independently (no assistance)

Getting It: Child completes with your assistance

- You repeat body and coda, emphasizing the two components

Not Yet: Child does not blend body and coda at this time

Activity 2 (onset-rime)

Got It: Child completes independently (no assistance)

Getting It: Child completes with your assistance

- You repeat onset and rime, emphasizing the two components

Not Yet: Child does not blend onset and rime at this time

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Sound Blending *continued*

FOLLOW-UP LEARNING SUPPORT FOR SOUND BLENDING

Reinforce

The following activities are designed to support children who can independently blend sounds in familiar words: body-coda, onset-rime (Assessment: Got It) and children who can blend sounds in 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 blend sounds in familiar words (Assessment = Not Yet).

- Sing "If You Think You Know This Word" at group time (to the tune of "If You're Happy and You Know It"), using body-coda or onset-rime blending. "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, if you think you know this word, if you think you know this word, shout it out! Ca-t." Ca-t requires body-coda blending; onset-rime blending would be /c/-at.
- Create lists of common words that start with the same body and have a different coda (final sound). For example, ba-d, ba-g, ba-m, ba-t.
- Later, create lists of common words that have a different onset (initial sound) with the same rime. For example, b-it, f-it, h-it, l-it, m-itt, p-it, s-it.
- Play the riddle game (the same used in Activity 1), using one-syllable words from the book that you are reading in group. Tell children that you are thinking of a word from the book. Explain where it occurs in the book and then say it using body-coda. For example, "On Sunday, the very hungry caterpillar ate a big green lea-f. What did he eat? It was a leaf."
- You can also play the riddle game using onset-rime. This is more difficult. Make sure to focus on either body-coda or onset-rime blending—do not do both in the same activity. An example of onset-rime blending would be, "On Tuesday, the very hungry caterpillar ate two /p/-ears. What did he eat? He ate two pears!"
- When you dismiss children from group, say their name in either body-coda (e.g., Am-y) or onset-rime (e.g., A-my). Children must listen carefully to determine when their name is called. Note that you are not breaking the name into syllables but isolating either the final sound (in body-coda) or the initial sound (in onset-rime) blending.
- Ask children to transition from the group by saying the name of a pet (one they may have or would like to have), using body-coda or onset-rime blending. For example (body-coda blending), "Stand up if you have, or would like to have, a ca-t. You can go line up/wash your hands, etc." The same word, cat, said using onset-rime would be /c/-at.
- As part of a small group activity, reread *If You Give A Pig A Pancake*, charting new words that can be made by changing the onset.
- Dismiss children from a group activity by giving each child an opportunity to create a word by adding a sound (onset) to a consistent rime (e.g., -at).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Sound Blending *continued*

- Tell children you are going to read parts of The Morning Message using body-coda or onset-rime. (Examples: "If it rai-ns today, we will play inside." Or, "Today we are going to take a /r/-ide on the /b/-us.") Children will need to use their blending skills to figure out the message.
- Make up a rhyming story at small group time. Words that end in the same rime also rhyme. You could talk about what you might see on an imaginary trip to the park. Example: "Today we are going to make up our own funny story. We are going to use words that rhyme. We went on a walk to the park. When we were there, we saw a cat. It was wearing a hat! Listen to those words: /c/-at, /h/-at. They begin with different sounds, but they have the same sound at the end. They rhyme. What else could happen in our story? What other words might rhyme with cat and hat?" Be as creative as you like, encouraging children to add their own words. Write the story on chart paper and have children work together to illustrate it.

Reintroduce

The following activities are designed for children who do not demonstrate an ability to blend sounds in familiar words (Assessment = Not Yet).

- Repeat body-coda blending activities (such as *What is the Word?* game) before you reintroduce onset-rime. Body-coda blending is easier.
- Ask children to sort objects (or pictures) with the same coda. This is essentially the same as sorting rhyming words. This activity will require staff support.
- Return to rhyming songs, fingerplays, and books that rhyme as a way to re-focus attention on onset-rime blending. For example, repeat *Humpty Dumpty*, breaking the rhyming words into onset-rime: "Humpty Dumpty sat on a /w/-all, Humpty Dumpty had a great /f/-all." If the rhyme is familiar, most children will be able to blend these words.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Word Riddles for Progress Assessment Activity 1

sheep	This animal is fluffy and says "Baa, baa, baa." The two parts of the word are "shee-p." What is the word?
block	This is something we build with. The two parts of the word are "blo-ck." What is the word?
mouse	This animal is small and squeaks. The two parts of the word are "mou-se." What is the word?
rug	You can sit on this at circle time. The two parts of the word are "ru-g." What is the word?
dog	This animal barks. The two parts of the word are "do-g." What is the word?
cup	This is something we drink out of. The two parts of the word are "cu-p." What is the word?
goat	This animal can sometimes have horns. The two parts of the word are "goa-t." What is the word?
sock	This is something you wear on your feet to keep them warm. The two parts of the word are "so-ck." What is the word?
moose	This animal is big and has very large antlers. The two parts of the word are "moo-se." What is the word?
coat	You might wear this when it is cold outside. The two parts of the word are "coa-t." What is the word?
deer	This animal might be found in a forest habitat. The two parts of the word are "dee-r." What is the word?
boot	You might wear this on your feet in the snow. The two parts of the word are "boo-t." What is the word?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will collect and organize information for a chart.

Key Concepts

Review: Sort
Collect
Most
Fewest

Materials Needed

*Individual charts—1 per pair of children

Round beads (see Be Prepared)

Cups—1 per pair of children

Purple, yellow, and orange crayons—1 each per pair of children

*Printables provided

Be Prepared: Place 3–8 of each color bead (purple, yellow, orange) in a small cup. Each pair of children will need one cup to share. Ensure that each cup has a different number of beads of each color. Examples: one cup may have five purple beads, seven yellow beads, and two orange beads. Another cup may have eight purple beads, two yellow beads, and four orange beads. You may wish to use tape to anchor charts to a table to prevent movement of beads.

This activity will take more than 15 minutes. Please keep the first segment (your demonstration) and the second segment (children's actions) together. Provide 10–15 minutes for children to work with the beads and chart.

BEGIN: [*Place children in pairs. Give each pair of children one provided chart.*]

Today we will work with a partner again to make our own charts. We know that a chart can be used to organize and present information.



EXPLAIN: You and your partner will get three different colors of beads in one cup. Each cup will have a different number of beads. Some of you may have more yellow beads, purple beads, or orange beads.

We will collect information before we organize our charts. We will collect information by sorting our beads by color. We know that when we sort, we put things into certain groups. Let me show you.

[*Gently pour out a cup of beads in front of you. Sort the beads into groups by color, inviting children to help name each color as you sort.*]

Now I have three groups of beads. First I want to count the number of beads in each group. Then I will determine which group has the fewest beads and which group has the most beads. We know that when a group has the most of something, it has more than any other group. When a group has the fewest of something, it has the smallest amount. I am collecting information when I sort and count the three groups of beads.

ACT: [*Encourage children to help as you count each group of beads aloud. Point to each bead as it is counted. When you finish counting a group, say again the number of beads in the group.*

Display a chart.]

EXPLAIN: This chart is similar to the chart we used yesterday. I will put the three colors of our beads along the bottom of the chart.

[*Point to each of the three spaces.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

The color of the group with the fewest number of beads will go in the first section.

[*Point to the far left section.*]

The color of the group with the most beads will go in the last section.

[*Point to the far right section.*]

I will put the beads in a line above their color on the chart.

Which group has the fewest number of beads?

Now I will color the first section at the bottom of the chart the same color as the group with the fewest beads.

The (color) group has the fewest beads. What color should we use for the first section at the bottom of the chart?

[*Color the far left section of the bottom of the chart.*]

Now I will line up the group of beads that has the fewest above the first section I colored.

ACT: [*Line up beads, one above the other, above the first colored section of the chart. Encourage children to count each bead with you as you place it above the first colored section.*]

EXPLAIN: Let's look at the two remaining groups of beads. Which group has the most beads?

Now I will color the last section at the bottom of the chart the same color as the group with the most beads.

The (color) group has the most beads. What color should we use for the last section at the bottom of the chart?

[*Color the far right section of the bottom of the chart.*]

Now I will line up the group of beads that has the most above the last section I colored.

ACT: [*Line up beads, one above the other, above the far right colored section of the chart. Encourage children to count each bead with you as you place it above the far right colored section.*]

EXPLAIN: We have one group of beads left. This group has more beads than the first group of beads, but fewer beads than the last group of beads. This group will go in the middle of the chart.

Which color should we put in the middle section at the bottom of the chart?

[*Color the middle section of the bottom of the chart.*]

Now I will line up the group of beads that goes in the middle section of the chart.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

ACT: [*Line up beads, one above the other, above the colored section of the chart. Encourage children to count each bead with you as you place it above the colored section.*]

EXPLAIN: Let's look at the chart.

ASK: What can you tell us about the groups of beads?

EXPLAIN: The first group has the fewest beads, the next group has more beads than the first group, and the last group has the most beads. We can see this on the chart because each line of beads gets taller as we move across the chart. Now it is your turn to organize your beads.

ACT: [*Give each pair of children a cup of beads and a purple, yellow, and orange crayon. Observe as children work in pairs to sort the beads by color, count the number of beads in each group, color the appropriate sections of the chart, and line up the beads above the corresponding color. Share with children that the order of colors at the bottom of their chart may be different than their neighbor's color order. Make sure children color before lining up the beads, so the beads do not move around during coloring.*]

RECAP: Today we worked with a partner to make a chart about beads. We collected information by sorting the beads by color and then counting the number of beads in each group. Then we used the chart to organize our information. What information did we learn by making our chart? (how many beads were in each group, which group had the fewest beads, which group had the most beads)

Scaffolding Tips

Extra support ■ Use questions asked of children during your demonstration of steps to help pairs of children work together to collect and organize information for their chart. ■ If you anticipate it will be too challenging for pairs to independently carry out the full sequence of steps in preparing their chart, introduce and review each step for pairs of children to pursue at the same time. Example: "First let's all work with our partner to sort our beads into three groups." Introduce the counting step after all pairs have completed the sorting step.

Enrichment ■ Ask each pair of children to describe their chart to others. Why are some lines of beads taller than others? How does their chart show the group with the most beads and the group with the fewest beads?

123 Center Activity

Provide the *individual charts and beads used during today's activity. Invite children to again organize the beads from fewest to most.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Family Child Care

Encourage school-age children to make a chart with 4–5 colors of beads.

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 2

Focusing & Remembering



3-5 YEARS

Large Group

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

4 large shape cutouts (see Enrichment tip)

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 30, 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 30, 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. 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: 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!

ACT: [*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 fast music, we will dance quickly. When we hear slow music, we will dance slowly. When the music stops, look at me and do what I am doing. If I have one hand in the air, you put one hand in the air. If I have my hands on my knees, you put your hands on your knees. Let's try it!

[*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. Encourage children to do what you are doing. Examples: waving one hand in the air or putting your hands on your hips. 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? (listen to music, look at adult)
- Why did we need to pay close attention? (because the music changed, because we needed to pay attention to what we needed to do when the music stopped)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 2

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. ■ As always, if children continue an action after it is 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 fast music and slowly to slow music. When the music stops, look at an adult and find one of four shapes he/she is holding in the classroom and stand by that shape.

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

Take children on a walk. As you walk, encourage school-age children to sing a song and encourage younger children to freeze when older children stop singing.

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 2

Doing Drama

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to pretend to be an animal.

Key Concepts

Review: Pretend

Materials Needed

*5 picture cards (see Extra Support tip)

Also Promotes

Physical/Health

*Printables provided

BEGIN: [*Arrange children in a circle facing inward.*]

Yesterday we pretended to be different people. Today we will pretend to be different animals! Who can remind us of what it means to pretend? (act as if something is true or real when it is not)

ASK: If we pretend to be a cat, does that mean we really are a cat?

EXPLAIN: No! We are just acting like cats!

Today we are going to play a game like *Duck, Duck, Goose*.

ASK:
- Have you ever played *Duck, Duck, Goose* before?
- How does it work?

EXPLAIN: Our game today will be a little different. Let me show you.

[*Demonstrate the game with another adult as you describe it. If you are using this activity in a large group, you may want to choose two children at a time to pretend to be animals in order to decrease the waiting time for children.*]

We play the game in a circle just like *Duck, Duck, Goose*.

- One person will walk around the circle and choose someone to be an animal. The person will tap on the shoulder the person he/she chose to be an animal.
- The person who is chosen to be the animal will stand up and pretend to be an animal. We can pretend to be any animal we'd like.
- The person pretending to be an animal can use a voice to sound like the animal, a facial expression that looks like the animal, and even move his/her body like the animal.
- You can tell us what animal you are pretending to be or you can ask us to guess.
- After the chosen person has pretended to be an animal, he/she can walk around the circle and choose someone else to pretend to be an animal. We will each have a turn!

ACT: [*Start the game. It is fine if children wish to repeat pretend animals. It also is fine if a child does not want to be a pretend animal; encourage the child to remain in the circle and watch what happens. Make sure every child gets an opportunity to be a pretend animal.*]

RECAP: What sorts of body movements, voices, or facial expressions did we make when pretending to be an animal?

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 2

Doing Drama *continued*

Creative Expression

Scaffolding Tips

Extra support ■ If children have difficulty determining what pretend animal to be, hold up *animal charades picture cards (see center activity) and invite children to choose one pictured animal. ■ Encourage children to do either body movements, facial expressions, or voices if doing all three is too challenging. Example: "Jason, I think you want to be a cat. What sound does a cat make?"

Enrichment ■ Encourage children to pretend to be animals that are more exotic or uncommon, such as a panther, shark, etc.

Center Activity

Place *animal charades picture cards face down on a table. Encourage children to play animal charades. Invite one child to choose a card and look at it without showing the other children. Invite the child to then pretend to be the pictured animal. Encourage the other children to guess the animal.


JR P/flickr/(CC BY-NC 2.0)


Jonathan Cohen/flickr/(CC BY-NC 2.0)


Diana Robinson/flickr/(CC BY-NC-ND 2.0)


nutmeg66/flickr/(CC BY-NC-ND 2.0)


William Cho/flickr/(CC BY-SA 2.0)

*Printables provided

Family Child Care

As children transition between activities during the day, suggest they pretend to be an animal as they move to the next activity.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

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 L.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter L card

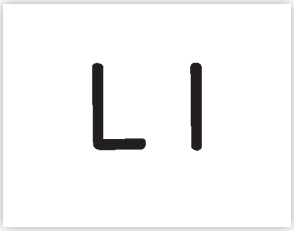
Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter L card.*]

- What is the name of this letter?
- Pop up if you have the letter L in your name!



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Measurement knowledge

Children will collect, organize, and present measurement information on a chart.

Key Concepts

New: Shortest
Least
Longest

Review: Measure
Inch
Most

Materials Needed

String (see Be Prepared)

Ruler

3 index cards

Large prepared chart (see Be Prepared)

Tape

Crayon or marker

Be Prepared: Cut string into three different lengths: three inches, six inches, nine inches. Prepare a chart with three columns and 12 sections (rows) at the top of each column as shown in the activity plan.

BEGIN: Today we will make another chart. We will measure the length of three different strings and then organize what we learn about the strings on a chart.

ASK: What does it mean to measure something? (to find out what size it is)

EXPLAIN: [*Display three different lengths of string. Emphasize the differences in length.*]

First we will collect information about the three strings by measuring the length of each one. We need two volunteers to help measure the first string.

We will use a ruler to measure the strings.

[*Display a ruler. Point to the inches on the ruler when you describe them.*]

We will place the end of the ruler at the end of a string. We will count the number of inches of each piece of string. We know that the length of the space from one number to the next number is called an inch.

ACT: [*Strings may be measured in random order. Invite a volunteer child to hold the first string end to end on the floor. Encourage a second volunteer child to use a ruler to measure the length of the string. When children have finished measuring, invite them to join other children.*]

How long is our first string? I will write the length on this card and place the card above the string, so we will remember its length.

[*Write the number of inches of the first string on the index card. Say aloud the number of inches as you write the numeral. Put aside the string with the index card placed above it.*]

Now we will measure our second string.

[*Invite a volunteer child to hold the second string end to end on the floor. Encourage a second volunteer child to use the ruler to measure the length of the string. When children have finished measuring, invite them to join other children.*]

How long is our second string? I will write the length on this card and place it above the string, so we will remember its length.

[*Write the number of inches of the second string on the index card. Say aloud the number of inches as you write the numeral. Put aside the string with the card placed above it.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Now we will measure our third string.

[*Invite a volunteer child to hold the third string end to end on the floor. Encourage a second volunteer child to use the ruler to measure the length of the string. When children have finished measuring, invite them to join other children.*]

How long is our third string? I will write the length on this card and place it above the string, so we will remember its length.

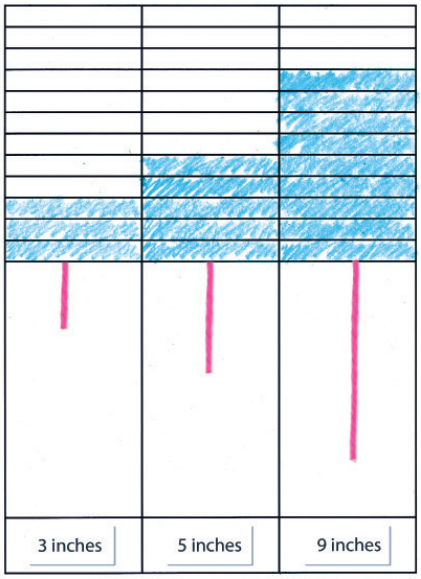
[*Write the number of inches of the third string on the index card. Say aloud the number of inches as you write it. Lay all three strings in random order, with corresponding index cards above each, next to each other on the floor.*

Hang the chart on a wall or another visible area.]

This is the chart we will use to organize and present the information we collected about the three strings. We will put the strings here.

[*Point to center.*]

We will color in the sections at the top of the chart to match the number of inches of each string. If a string is three inches long, we will color three sections of our chart.



[*Point to top.*]

We will put the cards with the length of each string at the bottom of our chart.

[*Point to bottom.*]

We have measured each of the strings. Now we want to figure out which string is the shortest. **Shortest** means it is smaller than the others. Let's look at the numbers on the cards above each string. I see number three, number six, and number nine.

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

We are going to find the number that is the least. **Least** means it has the smallest amount. Which number is the least? The shortest string has the card with the number that is the least. Let's hang the shortest string under the first section of our chart.

[*Tape the shortest string below the first section on the chart. Tape the corresponding index card below the string at the bottom of the chart as shown in the picture.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Now let's color the number of sections on our chart that matches the number of inches of the shortest string. The shortest string is three inches, so we will color three sections of our chart above the shortest string.

[*Color in three sections of the chart, above the shortest string. Color each section one at a time. Point out that each section means one inch.*]

Which number is the most? We know that the most means it is more than any of the others. The longest string has the card with the number that is the most. **Longest** means it is bigger than the others. Let's hang this string under the last section of our chart.

[*Tape the longest string below the third section of the chart. Tape the corresponding index card below the string at the bottom of the chart as shown in the picture.*]

Now let's color the number of sections on our chart that matches the number of inches of the longest string. The longest string is nine inches.

How many sections should we color above our longest string? (nine)

[*Color in nine sections of the chart, above the longest string. Remember to color one section at a time. Point out each section means one inch.*]

Which string will go in the middle of our chart?

What number is on the card for the string that will go in the middle of our chart? This number is more than the first number and less than the third number.

[*Tape the string below the second section of the chart. Tape the corresponding index card below the string at the bottom of the chart as shown in the picture.*]

Now let's color the number of sections on our chart that matches the number of inches of the string in the middle. The middle string is six inches.

How many sections should we color above our middle string? (six)

[*Color in six sections on the chart, above the middle string. Remember to color one section at a time. Point out each section means one inch.*]

Let's talk about what we've learned from the information presented on our chart.

ASK: [*Point to pertinent parts of the chart as you ask the following questions:*]

- Which string is the longest?
- How long is it? (nine inches)
- Which string is the shortest?
- How long is it? (three inches)

RECAP: Today we made a chart that organizes and presents information about the length of three different strings. First we used a ruler to measure the length of each string.

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Then we put each string, and information about each string, on our chart. Our chart is organized from shortest to longest string (point to each). Three parts of our chart tell us about each string.

[*Point to each as you describe the parts:*]

- The string hanging on the chart.
- The sections we colored in.
- The card that says the length of the string.

[*Display this chart in the classroom. It will be used again in Day 5.*]

Scaffolding Tips

Extra support ■ As children measure each string, help with counting inches if necessary. ■ Add one hash mark for each inch when you write the number of inches on an index card. ■ If children need help in determining which number is the least and which number is the most, use a number line. ■ If children seem uncertain about the characteristics and uses of a ruler, incorporate into today's activity pertinent information from Math Week 25. ■ In the final activity segment, where you ask about the longest and shortest strings, point to and count each section above a string. Remind children that each section means one inch.

Enrichment ■ After displaying the ruler, invite children to demonstrate how to use a ruler when measuring something in inches. Example: Lining up the end of the ruler with the end of the item being measured, counting the number of inches to the other end of the item.

123 Center Activity

Provide *individual charts and cups of colored craft sticks. Limit the number of colors to 3–4, with one color per cup. Invite children to choose a cup and then collect information by sorting the craft sticks by color. Encourage children to organize the number of craft sticks in each color (group) from least to most on the chart.

*Printables provided

Family Child Care

Use items from a park or playground to develop a chart with children. Use today's chart as a model. Invite each child to collect a specified number (up to five) of the same type of item (rocks, leaves, sticks, etc.). Example: Child one collects two items, child two collects four items. Count the number of items in each group and arrange them in order from least to most. Invite each child to color the corresponding number of sections on a chart for his/her group of items.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Be Prepared: Today's activity explores reactions children might have to different offers of help. The intent of the activity is to help children consider what another child might feel or think when someone recognizes what the child may be thinking or feeling. There are no right or wrong answers because children and situations are different. Encourage children to communicate and respect a range of ideas.

Skill and Goal

Emotion knowledge

Perspective-taking

Children will consider what a person who appears to be upset about something might think or feel when another person offers a response.

Key Concepts

Review: Empathy
Embarrassed

Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: We are learning to understand how someone else is feeling. What do we call this? (empathy)

EXPLAIN: Today we will talk about what we might say to someone who seems upset about something.

[*Display picture of Brianna drinking her milk.*]



This is a picture of Brianna. We learned last week that Brianna spilled her milk at a restaurant. She felt embarrassed. Remember, we feel embarrassed when we feel foolish in front of other people.

We talked about some things we might say to help Brianna feel better. One idea is to ask Brianna if we can help clean up the spilled milk.

ASK: How do you think Brianna might feel if someone said to her, "May I help you clean up the milk?"

[*Follow-up prompt, if needed: "Do you think Brianna would feel better about spilling her milk if someone offered to help clean up the milk? Why?"*]

EXPLAIN: Another idea is to tell Brianna that other people sometimes spill their milk, too.

ASK: How do you think Brianna might feel if someone said to her, "I spilled my milk before. It's okay."

[*Follow-up prompt, if needed: "Do you think Brianna would feel less embarrassed if people told her they had spilled their milk, too? Why?"*]

EXPLAIN: [*Display picture of children playing with Waffle Blocks™.*]



You may remember this picture of children playing with Waffle Blocks™. One of the children looks upset. We talked about what he might be feeling. Maybe he is frustrated about the blocks. Or maybe he is angry that he cannot get the blocks to fit together.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Feelings *continued*

Social-Emotional

We talked about what we might say if we wanted to help. One idea is to ask the boy who appears upset if he'd like help with the blocks.

ASK: How do you think the boy might feel if someone asked, "Would you like me to help you put the blocks together?"

[*Follow-up prompt, if needed: "Do you think the boy might feel better or worse if someone offered to help him with the blocks? Why?"*]

EXPLAIN: Another idea is to tell the boy that the blocks can be hard to put together.

ASK: What do you think the boy might feel if someone said, "Those blocks are hard to put together. It looks like you're trying really hard."

[*Follow-up prompt, if needed: "Do you think the boy might feel better, or worse, if someone told him the blocks were hard to put together? Why?"*]

EXPLAIN: [*Display picture of girl looking with concern at a girl who appears upset.*]



You may remember this picture, too. One girl looks upset. The other girl looks like she is worried about the girl who seems upset.

We talked about some things we might say to the girl who seems upset.

ASK:

- How do you think the girl might feel if someone said, "I wish you weren't sad. I would really like to play with you."

  [*Follow-up prompt, if needed: "Do you think the girl would feel better if someone let her know she looks sad?"*]

- What are some other things we might say to the girl who looks upset?

RECAP: Today we talked about what we might say to children who seem upset about something. We talked about what the children might think or feel if different things were said to them.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 3

Understanding Feelings *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Each of the three situations presented in this activity includes discussion of two different offers of help. If children find it too challenging to consider two different offers of help, limit the discussion to one offer of help per situation. ■ It may be helpful to provide more of a reminder of the children depicted in the three situations. The children were introduced as follows: Brianna in Week 29, Day 3; the child upset with the blocks in Week 28, Day 3; the girl who seems upset in Week 29, Day 2.

Enrichment ■ Encourage children to compare the two possible things to say to the boy who appears upset about the blocks. One option is to help the boy with the blocks. The other option is to simply tell the boy that he's been working hard on blocks that are hard to put together. How do these two different options involve the child who is upset?

Center Activity

Provide puzzles. Encourage children to engage in role-play with the puzzles. One child can pretend to be upset about the hard-to-do puzzle, and one or several children can pretend to offer different types of help. Adult guidance is needed.

Family Child Care

Invite school-age children to describe situations they have observed or experienced that are similar to those offered in today's activity. What type of help was offered to a child who seemed upset? How did the child react to an offer of help?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 3

Doing Drama

Creative Expression

Be Prepared: Cut out and fold the provided activity cube template. You may wish to make two for use with the Enrichment tip.

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will pretend to participate in different activities.

Key Concepts

Review: Pretend

Materials Needed

*Activity cube (see Be Prepared)

Also Promotes

Physical/Health

*Printables provided

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



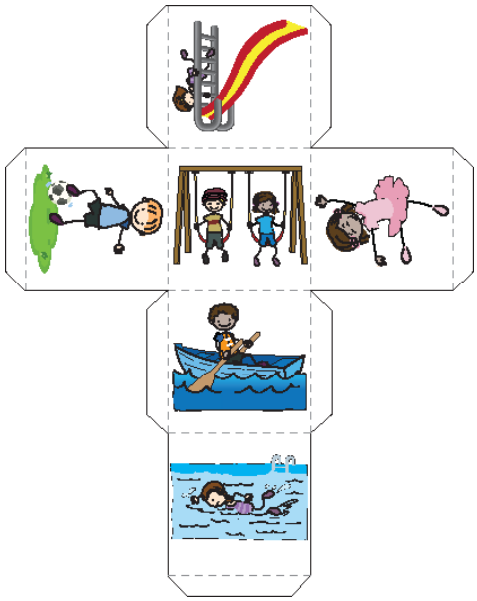
This week we are pretending to be animals and other people. Remember, when we pretend, we act as if something is true or real when it is not.

EXPLAIN: Today we are going to pretend to do different activities as we play a game with an activity cube. The activity cube is different than the one we have used before.

[*Display activity cube.*]

Let's look at the pictures on the activity cube and talk about each activity before we begin playing our game.

[*Point to each picture, one at a time, and encourage children to discuss the activity in the picture and how they might pretend to do the activity.*]



We will take turns rolling the cube when we play the game. When the cube stops, a picture of one of the activities will be on top of the cube. Whoever rolled the cube can tell us what the activity is and then pretend to do the activity. Then we can pretend to do the activity together! I'll roll first and show you how to play.

ACT: [*Demonstrate how to roll the cube and wait for it to stop. Look at the picture on top of the cube. Then say the name of the activity and pretend to do the activity as you encourage all children to join you.*

Invite children to take turns rolling the cube, naming the activity that is on the top of the cube, and then pretending to do the activity. Encourage remaining children to pretend to do the activity as well.]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 3

Doing Drama *continued*

Creative Expression

ASK:
- Did we pretend to do each activity in the same way?
- How did we do the activities differently?

RECAP: Today we pretended to do different activities. We rolled our cube and pretended to do the activity shown on the top of the cube. Pretending can be a fun way to imitate someone or something else!

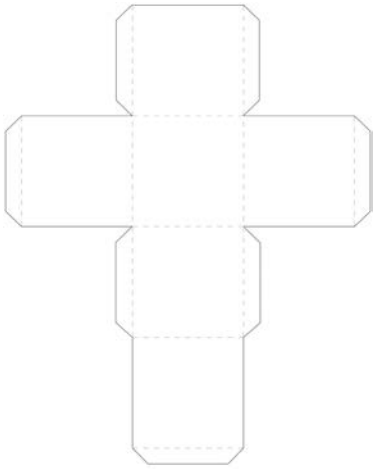
Scaffolding Tips

Extra support ■ Assist children in identifying the activity on top of the cube and/or pretending to do the activity, if appropriate.

Enrichment ■ Invite children to roll two activity cubes and pretend to do both activities, one after the other. Example: Pretend to swim and then play soccer.

Center Activity

Provide *activity cubes and encourage children to continue to pretend as they play. Invite children to also make up other activities and imitate them. Or provide *blank activity cube templates and drawing tools, and encourage children to create their own activity cubes.



*Printables provided

Family Child Care

Play *Follow the Leader* outside. Encourage children to take turns leading other children in pretending to move as if they are doing different activities.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Children will change the initial sound of a word to make a new word.

Key Concepts

New: Fan

Materials Needed

If You Give a Pig a Pancake by Laura Numeroff

Chart paper

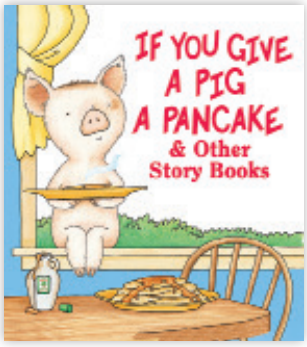
Writing tool

*3 picture cards as shown

*Printables provided

BEGIN: [*Display book cover.*]

Today we are going to read the book *If You Give a Pig a Pancake* again.



What is the book about?

EXPLAIN: Let's listen carefully to the words as we read the book.

ACT: [*As you read the book, highlight the /p/ sound and "-ig" each time it occurs. Example: "If you give a /p/-ig a pancake, she'll want some syrup to go with it."*]

EXPLAIN: The last time we read this book we thought of other words we could make by changing the beginning sound in the word "pig." We made the new word "w-ig."

Let's think of words we can make by changing the beginning sound of the word "pan." I will make a list of the words we make. "Pan" is the first part of the compound word "pancake."

[*Write the word "pan" at the top of the chart and display the picture card of a pan.*]


pan

ASK: What is the beginning sound we hear in the word "pan"? (/p/)

EXPLAIN: We will have a new word if we take away the /p/ sound from the beginning of the word "pan" and put the /k/ sound in its place.

[*Write the word "can" below the word "pan."*]

Our new word is "c-an."

Let's say together the word "can," and then say together the beginning sound /k/.

[*Display picture of a can.*]


can

ASK:

- What is the beginning sound we hear in the word "can"? (/k/)
- Which letter makes the /k/ sound? (c, k)

EXPLAIN: We made a new word by taking away the /p/ sound and putting the /k/ sound in its place! Let's try another one.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

We will have a new word if we take /k/ from the beginning of the word "can" and put /f/ in its place.

[*Write the word "fan," below the word "can."*]


fan

Now our new word is "f-an."

Let's say together the word "fan" and then say together the beginning sound /f/.

[*Display picture card of a fan.*]

A **fan** is a thing we use to move air. Sometimes we use a fan to make a place cooler.

We made a new word by taking away the /k/ sound from the beginning of the word and putting the /f/ sound in its place!

[*Display in a row picture cards of a pan, can, and fan.*]


pan

JPC24M/flickr/(CC BY-SA 2.0)


can


fan

Wil Taylor/flickr/(CC BY-NC-ND 2.0)

We changed the beginning sound of the word "pan" and ended up with the names of very different things. Look at our picture cards of a pan, can, and a fan.

ASK: What are some other words we can make if we take away the beginning sound of the word "pan" and put a new beginning sound in its place?

ACT: [*As children think of new words, list them on the chart. Examples: man, ran, tan, van. Encourage children to emphasize the beginning sound of the word.*]

RECAP: Today we read the book *If You Give a Pig a Pancake*. Then we took away the beginning sound from the word "pan" and made new words!

Scaffolding Tips

Extra support ■ Remind children that we make a compound word by putting two words together. ■ Offer suggestions of new words using "pan" by saying a different beginning sound. Examples: /m/, /r/, /t/. Encourage children to blend the beginning sound with the rest of the remaining sound.

Enrichment ■ Encourage children to think of "silly" words that can be made by substituting a different sound for /p/ in "pan." (han, lan, etc.)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 4

Understanding Letters *continued*

Language/ Literacy

Center Activity

Provide the book used in today's activity and *picture cards of a can and fan. Encourage children to make silly words by replacing the word "pan" with one of the words on a picture card as they retell the story. Example: "If you give a pig a cancake, she'll want some syrup to go with it."

*Printables provided

Family Child Care

Invite school-age children to draw pictures of words listed on the chart. Discuss how the beginning sound of each word is different.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Measurement knowledge

Children will collect, organize, and present children's height information on a chart.

Key Concepts

New: Tallest

Review: Height
Equal

Materials Needed

Paper—1 per pair of children

Large prepared chart (see Be Prepared)

Crayon or marker

Index cards—1 per child

Tape

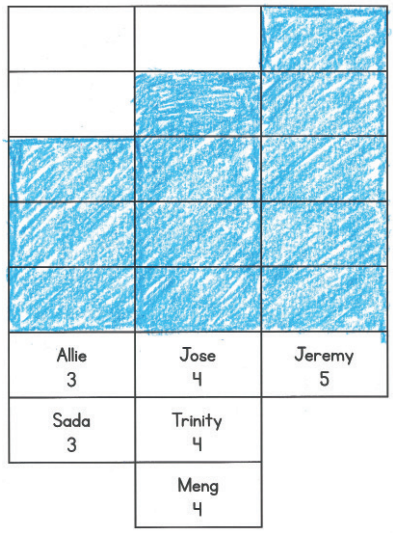
*Number line (see Extra Support tip)

*Printables provided

Be Prepared: Today's activity involves pairs of children measuring each other with a piece of paper. If you anticipate this will be too challenging, engage the small group in measuring the height of several volunteer children. Prepare a large chart with three sections (rows). See sample in activity plan.

This activity plan assumes a small group of approximately six children. Adaptations will be needed for groups of more than six children. Some options for keeping a reasonable activity length with a larger small group include: (1) you (not individual children) color segments (rows) of the chart; (2) one of the children (not both) in a pair is measured. One child could do the measuring, and the child who is measured could do the coloring.

BEGIN: We are learning a lot about how to make a chart. Today we will make a chart by working in pairs and measuring each other.



EXPLAIN: We will use a piece of paper to measure each other. We will find out how many pieces of paper tall our partner is. We know that the word height means how tall something or someone is. Let me show you how to measure someone's height with a piece of paper.

ACT: [*Demonstrate how to measure the volunteer with a piece of paper. Use the word "about" to indicate a child is close to the number stated. Say how many paper lengths the child is. Example: "(Child's name) is about __ paper lengths tall."*]

Now we will measure our partner.

[*Give each pair of children a piece of paper. Invite the pair to measure each other. Encourage children to tell about how many papers tall their partner measures. Write each measurement on an index card with the corresponding child's name. Gather children into a group after they have finished measuring each other.*]

Now we are going to look at the numbers on our cards and determine which number is the biggest. The biggest number is the tallest person in our group. The word **tallest** means the biggest height. Some of our numbers may be the same. Numbers that are the same are equal.

[*Lay out index cards with numbers facing children. Say and point to the number on each card.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Which number is the biggest? The card with the biggest number will be first at the bottom of our chart.

[*Tape the card with the largest number at the bottom far right side of the chart.*]

(Child's name)'s card is now on our chart.

[*Invite the child with the tallest measurement to color in the same number of sections above his/her card. See Be Prepared for other options.*]

Let's look at the cards that are left. Which number is the biggest out of the cards in our group of cards now? This card will go next to the first card on our chart. If we have numbers that are the same, they will both go under the same section on our chart.

[*Continue to ask children to determine which numeral is the largest out of the remaining group of cards. Place each card to the left of the one before it. If any cards are equal place one card beneath the other under the appropriate section of the chart. As each card is placed at the bottom of the chart, invite the child whose name is on the card to color in the same number of sections above his/her card. See Be Prepared for other options.*]

EXPLAIN: Now let's present our information by talking about what we've learned.

ASK:

- Who is the tallest in our group?
- Who is the next tallest in our group?

  [*Repeat this question so children focus on descending order of the cards/numerals.*]

- Were any people the same height?

RECAP: Today we made a chart that shows the height of each of us. We collected our information by measuring each other. Then we organized our information on our chart. Our chart presents our information on our heights.

Scaffolding Tips

Extra support ■ Help children measure each other, if appropriate. ■ Use a number line to help children determine which number is the largest and which number is the next largest. ■ When you write a child's measurement ("pieces of paper tall") on an index card, add hash marks if you anticipate some children would benefit from a visual representation. ■ When you invite children to look at the cards that are left, say and point to the number on each remaining card.

Enrichment ■ Ask children to guess where your card would go on the chart if you were measured. Would your card go first or last on the chart? Why? ■ Explain that another word for biggest is largest.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 4

Counting Things *continued*

123 Mathematics

123 Center Activity

Provide play coins that represent three different denominations (penny, nickel, dime). Invite children to collect information by sorting a handful of play coins by denomination. Encourage children to count the number of coins in each group (denomination) and then organize groups from least to most on an *individual chart.

*Printables provided

Family Child Care

Encourage children to share the chart with family members at pickup time. Invite children to explain how they determined where their card should go on the chart.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 4

Exploring Where We Live

Social Studies

Be Prepared: If stickers are unavailable for today's activity, you may choose to help children make a mark on the chart for their vote.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will strengthen their understanding of voting.

Key Concepts

New: Ballot
Ballot box

Review: Vote

Materials Needed

Chart paper
Writing tool
Teddy bear
*Ballots—1 per child
Stickers—1 per child
Box for ballots

Also Promotes

Mathematics

*Printables provided

BEGIN: [*Display a teddy bear.*]

Sometimes we give a name to our favorite things. Do any of your favorite things at home have a name?

Our teddy bear needs a name. The teddy bear belongs to our classroom. The teddy bear does not belong to one person only. Who should pick a name for our teddy bear? (all of us)

EXPLAIN: All of us can decide on a name for our teddy bear by voting. Remember, last week we voted on a game to play during outside time, and we voted on a book to read as a group.

Today we will each get to vote on one name for our teddy bear. Whichever name gets the most votes will be the winner. Our teddy bear can only have one name.

There are three name choices for our teddy bear. They are Honey, Berry, and Peanut. I will write the names on this chart to help us remember them.

[*Say each name as you write it. Leave room for adding tally marks under each name.*]

Honey	Berry	Peanut

ACT: We are going to use a ballot to vote. A **ballot** is a piece of paper that lists our choices. Our ballots have three names written on them. We will be able to vote for the name we want for our teddy bear.



[*Display a ballot. Point to and say the three name options. Emphasize the pictures to help children remember each name. Point to the boxes on the ballot. Then demonstrate how to vote by placing a sticker in one box. Display the ballot box when you describe it.*]

Your choice is secret when you vote with a ballot. Your name does not go on the ballot. You do not have to tell anyone what name you voted for, if you do not want to.

Each of us will put our ballot in the ballot box after we vote with our sticker. A **ballot box** holds all of the ballots until it is time to count them. Remember, we need to think carefully about our choices before we vote on something.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

[*Help children mark their ballot with a sticker. Then invite children to place their ballot in the ballot box.*]

Now we are going to count the number of votes for each name. I will take each ballot out of the box and look at which name is marked. Then I will put a mark under the same name on our chart. When I have finished putting a mark for each ballot, we can count how many votes there are for each name. The name with the most votes is the winner.

[*Describe your steps with several ballots. When all ballots have been recorded, encourage children to help you count the number of marks under each name. Write the number of marks next to each name.*]

ASK: Which name has the most votes?

EXPLAIN: Remember, the name with the most votes is the winner. (Name) had the most votes. Now our teddy bear has a name. We will call it ___!

RECAP: Today we used a ballot and a ballot box to vote for a name for our teddy bear. Each person voted for a name. The name with the most votes won.

Scaffolding Tips

Extra support ■ Children may have difficulty understanding why the name they voted for didn't win. Sorting the ballots into one of three name piles may help children see how each person's vote contributed to the outcome. ■ Remind children that we may feel disappointed if the name we voted for did not win.

Enrichment ■ Encourage children to describe why they like one name more than the others.

Center Activity

Provide the ballots used in today's activity. Invite children to sort the ballots into one of three piles organized by names. Encourage children to count the number of ballots in each pile.

Family Child Care

Encourage school-age children to make ballots for other voting opportunities during the day. Examples: song to sing, snack choice, game to play, name of pretend restaurant.

The activity is informed by the following source: Friedman, B. & Santomero, A. C. (2012). The neighborhood votes/ The class votes [Television series episode]. In A. C. Santomero, K. Morrison, & V. Commisso, (Executive Producers), *Daniel Tiger's Neighborhood*. Pittsburgh, PA: The Fred Rogers Company.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 4

Moving Our Bodies



3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will understand how to skip along a straight line.

Key Concepts

New: Skip

Review: Hop

Materials Needed

Masking tape

2 different-color ribbons (see Extra Support tip)

Also Promotes

Self-Regulation

Be Prepared: Tape two straight parallel paths in your activity space for children to follow while skipping. Provide sufficient space between the parallel paths so children do not bump into each other while moving (skipping) along a path. Arrange for a child or adult with known skipping skills to demonstrate the skill while you describe it.

BEGIN: We are learning different ways to move our bodies. One of the ways we can move our body is to hop.

ASK: Who would like to remind us how to hop?

ACT: [*Invite one or two children to demonstrate how to hop. Describe their actions.*]

EXPLAIN: We hop by jumping with the same leg and foot. Let's practice hopping on one leg and foot several times and then hopping on our other leg and foot several times.

ACT: [*Encourage children to practice several hops with one leg and then with their other leg.*]

EXPLAIN: Today we will learn how to skip. Skipping is similar to hopping.

When we **skip**, we hop and land on one foot and then we hop and land on our other foot. We move our body forward when we skip.

ACT: [*Describe the movements in a skip while an adult or volunteer child demonstrates. Point out that the skipper is using one leg and foot to hop and then land on that foot. The skipper then uses the other leg and foot to hop and land. Draw attention to how the skipper's body moves forward.*]

EXPLAIN: Now it is our turn. There is a path for us to follow while we practice our skipping. Be sure to look ahead of yourself so you do not skip into someone else. (Child's name) will be our leader. Don't worry if you can't skip at first. It takes time to learn how to skip.

ACT: [*Encourage children to skip the length of one path and then walk to the adjacent path and skip (return) to their starting point. Continue practice as child interest or time permits.*]

RECAP: Skipping is different than hopping. How do our feet and legs move differently when we skip?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 4

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Encourage children to practice hopping (alternating foot/leg) if the hopping element of skipping seems challenging. ■ Regulate the starting point of each child's skipping so children do not get too close to the person in front of them. ■ If a child has difficulty alternating feet, tie a different-color ribbon to each of their shoes and then call out the color of the foot to move. Example: red foot, blue foot, red foot.

Enrichment ■ Encourage children to skip with small hops, and then with large hops. Suggest a pattern such as two small hops, two large hops, two small hops, etc.

Center Activity

Use chalk to draw parallel lines outside for children to practice skipping from and to a starting point at the end of the lines.

Family Child Care

If space permits, invite children to use skipping as a means of transition from one place to another. Examples: children skip from outside to inside, skip from the bathroom to the table for lunch.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

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 N.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter N 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 N card.*]

- What is the name of this letter?
- Pop up if you have the letter N in your name!

N n

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.*]

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Measurement knowledge

Children will strengthen their understanding of how to collect, organize, and present information on a chart.

Key Concepts

Review: Most
Fewest
Length
Height
Longest
Shortest
Tallest

Materials Needed

Charts from Days 1, 3, and 4

BEGIN: This week we worked together on charts and we also worked on our own charts. We are learning how to use a chart to organize and present information.

EXPLAIN: We made charts about shapes, colored beads, string, and our height. Let's take a look at our chart about shapes. Remember, we collected information about our favorite shapes.

[*Display chart from Day 1.*]

ASK:

- We know that when a group has the most of something, it has more than any other group. Which shape was the favorite of the most people? How do we know? (most sections with a dot)
- Remember, when a group has the fewest of something, it has the smallest amount. Which shape was the favorite of the fewest people? How do we know? (fewest sections with a dot)

EXPLAIN: We also worked with a partner to make a chart about the number of different-colored beads in a cup.

ASK: How did we collect information about our beads? (we counted each color group)

EXPLAIN: Now let's look at our chart that shows the length of three different strings. We know that the length of something is how long it is.

[*Display chart from Day 3.*]

Our string chart has three parts. Let's describe each part as I point to it.

[*Point to: strings hanging on the chart, sections colored in, card that says the length of the string.*]

ASK:

- What did we learn when we organized our information about the three strings? (1. which string was the longest—bigger than the others, 2. which string was the shortest—smaller than the others, 3. the length of each string)
- Let's look closely at the sections we colored in. Why is each section a different size? (because each section shows the length of the string hanging below it)

EXPLAIN: Yesterday we collected information about our height and organized our information on a chart. Remember, height means how tall something is. Let's look at our height chart.

[*Display chart from yesterday.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

ASK:
- We know the word tallest means the biggest height. Who is the tallest person in our group?
- How can we tell? (the card with the biggest number is the tallest person in our group)
- Were any people in our group the same height?
- How can we tell if some people in our group are the same height? (cards that have the same number are equal)

RECAP: There are many things we can learn by using a chart. First we need to collect our information. Next we organize our information on the chart. Our charts present what we learned. We are becoming chart experts!

Scaffolding Tips

Extra support ■ If children seem uncertain about your discussion of working with different-colored beads, display some of the beads as a reminder. ■ When asking children about what was learned about the string chart, give hints if appropriate. Example: "What did we learn about the size of each string?"

Enrichment ■ Ask children to think of things they can count at home for a chart.

123 Center Activity

Provide *individual charts and cups of colored pom-poms. Limit the number of colors to 3–4, with one color per cup. Invite children to choose a cup and then collect information by sorting the pom-poms by color. Encourage children to organize the number of pom-poms in each color (group) from least to most on the chart.

*Printables provided

Family Child Care

Invite children to share the charts with family members at pickup time. Ask them to explain how the information is organized.

Elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

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 voting.

Key Concepts

Review: Ballot
Ballot box

Materials Needed

Chart paper
Writing tool
*Ballots—1 per child
Stickers—1 per child
Box for ballots

Also Promotes

Mathematics

*Printables provided

Optional Reading

Let's Vote on It! by Janice Behrens

BEGIN: Yesterday we voted on a name for our teddy bear. Which name got the most votes?

EXPLAIN: Today we are going to practice voting again. We are going to vote on one toy we will have on a table during center time for today (or tomorrow).

[*Display each possible item for table activity as you name it.*]

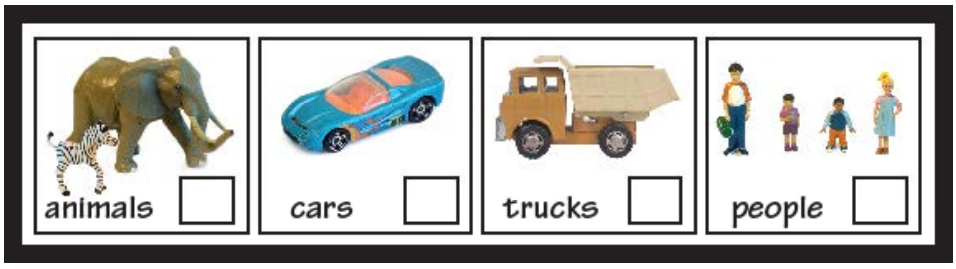
There are four different items we can have on a table for center time. They are toy animals, cars, trucks, and toy people figures. I will write the names of the items on this chart to help us remember.

[*Say each item name as you write it. Leave room for adding marks under each name.*]

animals	cars	trucks	people

We will each get to vote on one toy to have on a table to play with at center time. Whichever toy gets the most votes will be the winner.

We are going to use a ballot again. Remember, a ballot is a piece of paper that lists our choices. Our ballot shows each of the four toys we could play with on a table at center time. We will put a sticker under the toy we would like. Remember, we need to think carefully about our choices before we vote on something. Then we will put our ballot in the box.



[*Display a ballot. Point to and say the four toy options. Emphasize the pictures to help children remember each toy. Point to the boxes on the ballot. Then demonstrate how to vote by placing a sticker in one box.*

Help children mark their ballot with a sticker. Then invite children to place their ballot in the ballot box.]

Now we are going to count the number of votes for each toy. I will take each ballot out of the box and look at which toy is marked. Then I will put a mark under the toy on our chart. When I have finished putting a

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

mark for each ballot, we can count how many votes there are for each toy. The toy with the most votes is the winner.

[*Describe your steps with several ballots. When all ballots have been recorded, encourage children to help you count the number of marks under each name. Write the number of marks next to each toy name.*]

ASK: Which toy has the most votes?

EXPLAIN: Remember, the toy with the most votes is the winner. (Toy) had the most votes. During center time today (tomorrow) we will be able to play with _____.

RECAP: Today we practiced voting again with a ballot. Together we decided which toy to add to play with on a table at center time.

Scaffolding Tips

Extra support ■ If children have difficulty with the results of the voting process, help them to think of something good about the item that did win. Example: "You could pretend the animals are in a zoo."

Enrichment ■ Encourage children to describe why they like one toy more than the others.

Center Activity

Provide the ballots used in today's activity. Invite children to sort the ballots into one of four piles organized by toys. Encourage children to count the number of ballots in each pile.

Family Child Care

Invite family members to vote on something at home. Encourage children to share the results of the vote with others in your setting.

The activity is informed by the following source: Friedman, B. & Santomero, A. C. (2012). The neighborhood votes/ The class votes [Television series episode]. In A. C. Santomero, K. Morrison, & V. Commisso, (Executive Producers), *Daniel Tiger's Neighborhood*. Pittsburgh, PA: The Fred Rogers Company.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will understand how to skip along a circle.

Key Concepts

Review: Skip
Hop

Materials Needed

Masking tape

Also Promotes

Self-Regulation

Be Prepared: Use tape to form a large circle that children can skip around. If children's skipping abilities and space permit, create two large circles next to (but not touching) each other. Connect the two circles with a straight piece of tape. A two-circle arrangement offers a more challenging activity of skipping around two circles plus a transition from one circle to the other circle.

Skipping in a circle is more challenging than the Day 4 activity of skipping along a straight line. In view of children's skipping abilities shown yesterday, you may wish to adapt today's activity in one of the following ways: (1) offer one circle only; (2) offer two straight lines (repeat Day 4) instead of a circle; (3) if space and additional adult help are available, offer two options for skipping practice: two straight lines (repeat Day 4) in one area and one separate circle in another area, with children selecting the option they prefer.

Similar to the Day 4 plan, arrange for a child or an adult with known skipping skills to demonstrate skipping.

BEGIN: Yesterday we learned how to skip. Let's look again at how we skip.

[*Invite volunteer child or adult to demonstrate skipping.*]

ASK: What is (name of skipper) doing to skip? (hopping and landing on one foot, then hopping and landing on other foot; body moves forward)

[*Adapt the explanation below to reflect your plan. See Be Prepared. Point to where skipping begins. You may wish for children to keep skipping around the circle as you offer variations suggested in the Enrichment tips.*]

EXPLAIN: Today we will practice skipping in a circle. I am standing at the place where we will begin skipping in our circle. I will tell you when to begin skipping. Each of us needs to wait for the person ahead of us to begin skipping before we start skipping.

Please remember to look ahead of yourself so you do not bump into the person ahead of you.

ACT: [*Encourage children to skip around the circle or whatever arrangement(s) you have created. Regulate the starting point of each child. Continue to practice skipping as time and child interest permit.*]

RECAP: Today we skipped in a circle. Yesterday we skipped in a straight line. Is it harder to skip in a circle or to skip in a straight line? Why?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 30
DAY 5

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ When you explain that children need to wait for the person ahead of them to finish skipping before they start skipping, ask what would happen if everyone tried to start skipping around the circle at the same time? ■ Children who wore ribbons on their shoes yesterday may wish to do so again today (see Day 4 scaffolding tip). ■ Some children may prefer to hop or walk rather than skip.

Enrichment ■ Encourage children to skip around the circle two times and then leave the circle (to stand or sit in a different area). Another option is to randomly assign some children to skip two times and other children to skip three times around the circle. Children may wish to help themselves remember how many times they have skipped around the circle by holding up one finger for each time they go around the circle. ■ After several minutes of all children skipping around the circle, ask all children to stop skipping, turn around, and then skip in the opposite direction. Add additional variation by asking children to use large hops or small hops to skip in the opposite direction (everyone will need to use large or small hops).

Center Activity

Use chalk to form a large circle outside. Invite children to move around the circle using a pattern of skip twice and hop twice.

Family Child Care

Invite a school-age child to suggest an outside arrangement (with chalk or traffic cones) for skipping.

This activity is informed by the following source: Hammett, C. T. (1992). *Movement activities for early childhood*. Champaign, IL: Human Kinetics.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31 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 make new words by taking away the beginning sound (onset) from the remaining sounds (rime) (Days 2, 4)
- The name, sound, written form, and uses of the letter G (Days 2–5)

Mathematics

Counting Things

- Practicing adding items to a group to make it larger (Days 1, 2, 4, 5)
- How to count on by counting blocks in two groups (Days 2, 5)
- Practicing taking away items from a group to make it smaller (Days 3–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening and watching
  - *Sleeping, Sleeping, All the Children Are Sleeping* game (Day 1)
- How to follow requests by watching and remembering
  - *Conducting an Orchestra* game (Day 2)

Social-Emotional

Understanding Feelings

- How people might have different thoughts or feelings when doing the same thing (Day 3)

Social Studies

Exploring Time

- The concepts of yesterday, today, and tomorrow (Day 4)
- The concepts of morning and afternoon (Day 5)

Creative Expression

Doing Drama

- How to imitate characters in familiar nursery rhymes (Days 1–3)
- How to use a prop when imitating characters in familiar nursery rhymes (Day 3)

Physical/ Health

Moving Our Bodies

- How to kick a ball while standing (Day 4)
- How to take one step toward a ball and then kick it (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

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 N.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter N card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter N card.*]

N n

The word "numbers" begins with this letter. What is the name of this letter?

Letter N says /n/, just like in the word "numbers." /n/, /n/, numbers. Let's together say /n/, /n/, numbers.

Who would like to tell us another word that begins with the letter N?

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?*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

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?*]

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand a group of items gets larger when one or more items is added to the group.

Key Concepts

New: Add

Materials Needed

Jack the Builder by Stuart J. Murphy

12 small blocks or cubes

Also Promotes

Language/Literacy

BEGIN: Today we will read a book called *Jack the Builder*. The author of our book is Stuart J. Murphy and the illustrator is Michael Rex.



[*Display book cover.*]

ASK: What do you think our book is about? (building a rocket with blocks, building in space)

EXPLAIN: This book is about adding blocks while we build something. Something gets larger when we **add** items to it. We will read the book as we work to build with blocks.

ACT: Please listen carefully so we know how many blocks to use when we build.

[*As you read the book, pause as you invite volunteer children to build.*

- *After reading page five, invite a volunteer child to count out two blocks and then use the two blocks to begin building. Then ask the child what he/she made with the two blocks.*
- *Continue reading. As Jack adds more blocks, invite a different volunteer child to come to the front of the group and add the number of blocks stated in the book. Then encourage children to count the number of blocks all together. Point to each block as children count.*
- *Invite different volunteer children to add blocks through page 23. After building with 12 blocks, encourage children to listen only as you read the remainder of the book.*]

ASK: What happened each time we added more blocks? (we had more, our tower got taller, etc.)

RECAP: Today we practiced adding blocks to a group of blocks. Each time we added more blocks, we counted to find the total number of blocks we had all together.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ Note that the child in the book is using his imagination to build his structures. Children may benefit from a reminder of what it means to use our imagination: We can think of new or pretend things when we use our imagination. (Social-Emotional Week 13, Day 3)

Enrichment ■ Ask children how many more blocks they would need to have a given number of blocks. Example: "We have eight blocks. How many more blocks would we need in order to have a total of 10 blocks?"

123 Center Activity

As children build in the block center, encourage them to count each block that is added to a structure.

Family Child Care

Encourage school-age children to read the book as younger children build with cups, dominoes, or Legos®.

The *Jack the Builder* block activity is described in the following source: Murphy, S. J. (2006). Jack the builder. New York, NY: HarperCollins.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

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

Review: Focus

Materials Needed

*3 pictures as shown

3 circles (see Be Prepared)

3 different circles with 3 different vehicle pictures (see Enrichment tip)

*Printables provided

Be Prepared: Tape the picture of a snake on a green circle, the picture of a butterfly on a purple circle, and the picture of a dog on a brown circle. Keep the tape loose because the pictures will be removed during the activity.

If time permits, offer *The Freeze Game* from Week 30, 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 *The Freeze Game* from Week 30, Day 2. 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)

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.



We will play the game again with colored circles with animal pictures on them. This time we will use three different animals.

[*Display each circle as you describe it.*]

I have a green circle with a snake on it, a purple circle with a butterfly on it, and a brown circle with a dog on it. When I hold up the green circle, we will act like snakes. When I hold up the purple circle, we will act like butterflies. When I hold up the brown circle, we will act like dogs. Let's try it!





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, hold up one of the circles and encourage children to act like the*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

pictured animal. Try not to say what the animal is, however. Encourage children to look at the visual cue. 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 green circle? (snake)
- What animal was on the purple circle? (butterfly)
- What animal was on the brown circle? (dog)
- 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. 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)

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 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 brown circle, encourage children to act like a puppy. ■ Invite children to try another rule change for *Sleeping, Sleeping*: Use three different vehicles (car, train, boat) on colored circles.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 1

Focusing & Remembering *continued*

Self-Regulation

Center Activity

Invite children to continue playing *Sleeping, Sleeping*. Encourage children to take turns singing the song.

Family Child Care

Send the new game rules home. 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 1

Doing Drama

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will imitate characters in familiar nursery rhymes.

Key Concepts

Review: Imitate
Nursery rhyme

Materials Needed

*"Little Boy Blue" card

*"Little Miss Muffet" card

*"Humpty Dumpty" card (see Enrichment tip)

Also Promotes

Language/Literacy

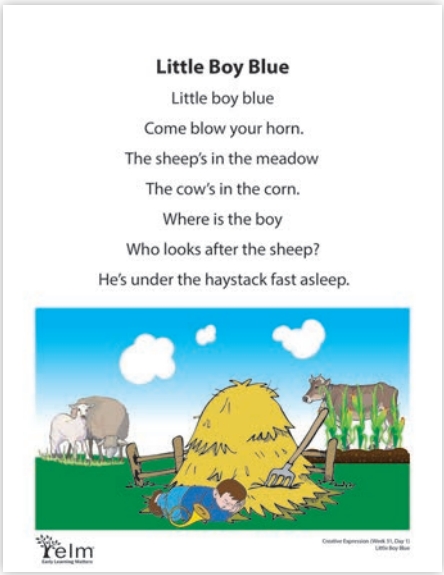
*Printables provided

BEGIN: We are learning how to use our voice, face, and body to tell a story. When we do drama, we are practicing how to imitate voices, facial expressions, and body movements. We know that imitate means to sound like or look like someone or something else.

EXPLAIN: Today we are going to imitate characters in nursery rhymes we may know. Remember, a nursery rhyme is a short story or song that can be funny.

I am going to read a nursery rhyme, and then we will imitate a character in the nursery rhyme.

ACT: [*Display card for "Little Boy Blue." Read the nursery rhyme. Point to images, such as the haystack, when they are mentioned in the rhyme.*]



ASK: What did Little Boy Blue do in the rhyme? (slept)

EXPLAIN: We can use our voice, our facial expressions, and our body movements to imitate someone or something else.

ASK: How could we imitate Little Boy Blue? (pretend to sleep)

EXPLAIN: Let's listen to the nursery rhyme one more time.

ACT: [*Encourage children to imitate what Little Boy Blue is doing in the nursery rhyme as you read it.*]



EXPLAIN: We used body movements to imitate Little Boy Blue. We pretended to be sleeping, just like Little Boy Blue.

Now let's listen to another nursery rhyme. This nursery rhyme is called "Little Miss Muffet."

ACT: [*Display card for "Little Miss Muffet." Read the nursery rhyme. Point to Miss Muffet on her tuffet and to the spider*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Doing Drama *continued*

Creative Expression

when mentioned in the rhyme. Explain that a "tuffet" is a type of seat (footstool), and "curds and whey" are the lumps and liquid in cottage cheese.]

ASK:
- What did Miss Muffet do in the rhyme? (sat, ate, ran away)
- What animal frightened Miss Muffet? (spider)
- How could we imitate Little Miss Muffet? (pretend to eat, look frightened, run away)

EXPLAIN: Let's listen to the nursery rhyme one more time.

ACT: [*Encourage children to imitate what Little Miss Muffet is doing in the nursery rhyme as you read it.*]

EXPLAIN: We used our voices, facial expressions, and body movements to imitate Little Miss Muffet.

ASK:
- How did we use our voice to imitate Little Miss Muffet? (yelled in fright)
- How did we use our face to imitate Little Miss Muffet? (made a scared face)
- How did we use our body to imitate Little Miss Muffet? (sat down, pretended to eat, pretended to run away)
- How could we imitate the spider in the nursery rhyme?

RECAP: Today we imitated the characters in two nursery rhymes. It is fun to use our voices, facial expressions, and body movements to imitate someone or something!

Scaffolding Tips

Extra support ■ Children may benefit from a reminder that "imitate" means to sound like or look like someone or something else. ■ If children need more support in imitating a character, discuss the character(s) on the card. Example: "What is Little Miss Muffet doing in this picture? Can you do what Little Miss Muffet is doing?"

Enrichment ■ Display the poster for "Humpty Dumpty" (Language and Literacy Week 4, Day 2) and ask children how we could imitate Humpty Dumpty.

Center Activity

Provide *cards used in the activity plan. Encourage children to continue imitating the characters as they say the nursery rhymes aloud.

*Printable provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Doing Drama *continued*

Creative Expression

Family Child Care

Invite parents to participate with their children in imitating nursery rhymes at pickup time.

Source of Little Boy Blue nursery rhyme: Baring-Gould, W. S., & Baring-Gould, C. (1962). *The annotated Mother Goose nursery rhymes old and new, arranged and explained*. New York: Clarkson N. Potter, Inc.

Source of Little Miss Muffet nursery rhyme: Baring-Gould, W. S., & Baring-Gould, C. (1962). *The annotated Mother Goose nursery rhymes old and new, arranged and explained*. New York: Clarkson N. Potter, Inc.

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the word made by taking away the initial sound (onset) from the remaining sounds (rime). Children also will identify and name the letter G.

Key Concepts

Review: Beginning sound

Materials Needed

*Letter G card

Chart paper

Writing tool

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to play another game with words. We will play this game by taking away a sound from a word to make a completely different word.

[*Be sure to pause briefly between the two parts of each word offered below.*]

EXPLAIN: Listen carefully as I say a word: /b/-all. I'll say it again: /b/-all.

ASK: What word am I saying? (ball)

EXPLAIN: Now I will take away the beginning sound of the word "ball" to make a new word. Remember, we call the first sound we hear the beginning sound of a word. The beginning sound in the word "ball" is /b/. I will take away the /b/ sound from the word "/b/-all." Listen to the new word: "all." I took away the /b/ sound from the word "ball" to make the new word "all."

Let's try another word. Listen carefully as I say "/p/-in."

ASK: What is the word? (pin)

EXPLAIN: Now let's take away the beginning sound of the word "pin" to make a new word. The beginning sound is /p/.

ASK: What new word do we make when we take away the /p/ sound from the word "/p/-in"? (in)

EXPLAIN: Our new word is "in." We took away the /p/ sound from the word "pin" to make the word "in." Let's try some more.

ACT: [*Continue the above procedure for children to make a new word by taking away the beginning sound of a word. Offer as many of the following words as possible, depending on time and child interest. Use a mixture of ending sounds (all, in, ice) based on children's responses.*]

Rimes	**all**	**in**	**ice**
	c-all	f-in	m-ice
	w-all	b-in	n-ice
	f-all	t-in	l-ice
	h-all	w-in	d-ice
	m-all	s-in	r-ice
	t-all		

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 2

Understanding Letters *continued*

Language/ Literacy



EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter G card.*]

ASK: Does anyone know the name of this letter?

ACT: This is the letter G. We can write the letter G in two ways. We can write the letter G like this.

[*Demonstrate writing an uppercase G at the top of a chart paper.*]

This is an uppercase G.

We can also write the letter G like this.

[*Demonstrate writing a lowercase g at the top of a chart paper.*]

This is a lowercase g.

We are learning about making a graph in math. We know that a graph is used to organize and present information. The word "graph" begins with the letter g. I will write the word "graph" on our chart. I am going to write "graph"with a lowercase (small letter) g.

[*Say each letter as you write the word. Emphasize g.*]

Let's all say the word "graph."

[*Invite a volunteer child to point to the letter g in the word "graph."*]

Let's look at the very first letter of our name. Pop up if you have the letter G 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 G at the beginning of their name. If there are children whose name begins with the letter G who do not stand, point to the letter G on their name card. Compare the letter G in their name as you hold the letter G card next to their name card.*

If no one in the group has a first name beginning with the letter G, say "No one popped up because no one has a name that starts with the letter G." 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 G.

If a child indicates there is a letter G 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 g that appears somewhere else in a child's name.]

RECAP: Today we took away a sound from a word to make a completely different word.

We also learned about the letter G. What word begins with the letter g? (graph)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 2

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If children need assistance in identifying the new word, segment the word using a long pause between the onset and rime. Ball, for example: "I will take away the /b/ sound from the beginning of the word "/b… all, /b/… all."

Enrichment ■ Try making new words by including blends. Examples: /ch/-/air/, /sh/-/are/.

Center Activity

Provide *picture cards that make a new word when the beginning sound is taken away. Examples: man, fin, dice, cup, cat, fan, hat, pan, and van. Encourage each child to choose a card and name the picture. Then invite children to say the word without the beginning sound. Adult guidance may be needed.

*Printables provided

Family Child Care

Try today's activity with the word family "am." Example: Let's take away the beginning sound of the word 'ham' to make a new word. The beginning sound is /h/. What new word do we make when we take away the /h/ sound from the word '/h/-am'? (am) Our new word is 'am.' We took away the /h/ sound from the word 'ham' to make the word 'am.'" Try the following words: j-am, P-am, y-am, S-am, r-am.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will count on when adding items to a group.

Key Concepts

New: Count on

Review: Add
Die

Materials Needed

6 red blocks or cubes

6 blue blocks or cubes

Tray

Die

BEGIN: Today we will practice making a group of blocks larger. Remember, when we add items to a group, the group gets larger.

[*Organize blocks by color. Set them next to the tray.*]

EXPLAIN: I have a tray and some blocks. There are two different colors of blocks: red blocks and blue blocks. I also have a die. Remember, each side of a die has a different number of dots.

[*Display different sides of the die and point to the number of dots.*

Place one red block on the tray.]

ASK: How many blocks are on the tray? (one)

EXPLAIN: We have a group of one red block. We will take turns rolling the die. The die will tell us how many blocks to add to our group of blocks. Remember, when the die stops rolling, we count the number of dots on the side that is facing up. The number of dots on the die will tell us how many blocks to add. We will add blue blocks.

We will count out the number of blue blocks that matches the number of dots on the die. Then we will add the blue blocks to our tray and count how many blocks we have all together. I will go first so you can see how to play.

[*Roll the die and count the number of dots on the die you rolled. Say the number aloud.*]

I rolled a ___. I will make a group of ___ blue blocks.

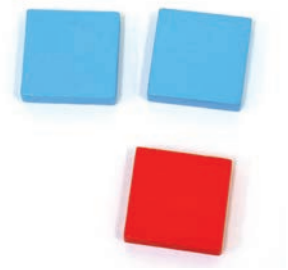
[*Count aloud the number of blue blocks that matches the number of dots on the die. Place the group of blue blocks next to the one red block on the tray.*]

We have two groups of blocks on our tray. One group has one red block. Our other group has ___ blue blocks.

Let's find out how many blocks we have all together on our tray.

ASK: How can we do that? (count them all together)

EXPLAIN: We find out the number of blocks on our tray by counting on. When we **count on** we start with the largest group of items and then count the number of items in the other group.



[*Point to each block as you lead children in counting the blue blocks.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

ASK: How many blue blocks do we have?

EXPLAIN: Let's begin with the number of blue blocks and count on to add our red block.

[*Begin with the number of blue blocks and count on to add the red block. Example: "We have two blue blocks. We will start counting with two. 2, 3."*]

ASK: How many blocks do we have all together?

[*Remove the blocks from the tray.*]

ACT: Now we will try it again. Each of us can have a turn. This time let's start with our red blocks. We can make a group of red blocks larger by adding blue blocks. Let's roll our die for each group of blocks.

[*Invite a child to roll the die.*]

- What number did you roll?
- Let's make a group of red blocks that matches the number of dots on the die. How many red blocks do we need?

[*If appropriate, help child create a group of red blocks by encouraging child to count each one.*]

- Let's put the group of red blocks on the tray.
- Now we need to roll the die to determine how many blue blocks we need.

[*Invite a second child to roll the die.*]

- What number did you roll?
- Now we are going to make a group of blue blocks that matches the number of dots on the die. How many blue blocks do we need?

[*If appropriate, help child create a group of blue blocks by encouraging child to count each one.*]

Let's put the group of blue blocks on the tray.

Now we need to find out how many blocks we have all together. We will first count the largest group of blocks.

- Which group is the largest?
- How many blocks are in our largest group?

Let's start with that number and count on to see how many blocks we have all together.

[*Model counting on as you begin counting with the largest group of blocks. Example: "We have a group of four red blocks and a group of two blue blocks. We begin*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

counting with the number four and then count on to our group of blue blocks. 4, 5, 6. We have six blocks all together!"

Repeat by beginning with zero blocks on the tray. Provide each child with a turn rolling the die and adding blocks to the tray. Encourage all children to count on. Continue as time permits.]

RECAP: Today we worked with blocks and a die. We practiced adding blocks to a group. What happens to a group when we add items? (the group gets larger) We are learning how to count on. We started by counting the number of blocks in our largest group. Then what did we do? (kept counting the number of blocks in our other group)

Scaffolding Tips

Extra support ■ As you count on, ask children to say the number in the original group. Then invite children to point to the blocks with you as you count on. ■ Children may need help counting dots on the die. Point to each dot as you count. Encourage individual children to do the same while holding the die. ■ The plan adds challenge to the activity by encouraging children to roll the die to determine the number of blocks in each of the groups. Each group may have more than one block. If children would benefit from more experience in counting on to a group of one block, repeat the first round, as many times as appropriate, with different children. Invite children to roll the die for each of the two groups when it appears they are ready to count on to a group with more than one block.

Enrichment ■ Each time the die is rolled, ask children if they know how many dots there are by looking and not counting. ■ If children readily understand the concept of counting on, invite them to lead the other children in counting on while pointing to each block as it is counted. ■ Use a die with larger numbers, such as an 8- or 10-sided die. Add to your supply of blocks accordingly.

123 Center Activity

Provide materials used in today's activity. Invite children to take turns rolling the die and adding the corresponding number of blocks to the tray.

Family Child Care

Try this activity throughout the day with other items. Example: "Janel, I see that you are playing with two toy animals. I have three toy animals. I have a group of three toy animals, and you have a group of two toy animals. Let's begin with my group of three toy animals and count on to see how many toy animals we have all together."

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Be Prepared: If time permits, offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 31, 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 31, 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: 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.*]

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 our instruments)

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, we will stop playing our instruments. Then when I stop waving the baton, we will begin playing our instruments.

- What should we do when I wave the baton? (stop playing our instruments)
- What should we do when I stop waving the baton? (begin playing our instruments)

[*Hold the baton still and encourage children to play their instruments. After a few seconds, begin waving the baton and encourage children to*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

stop playing their instruments. Wait for children to stop playing their instruments before you stop waving the baton again. Continue practicing with the rule changes for several minutes.]

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 when baton stopped, stopped playing instruments when baton was moving)
- What would happen if we didn't watch carefully during the game? (we wouldn't know when to start and stop playing our instruments)

Scaffolding Tips

Extra support ■ Say aloud the words "stop" or "start" if children need an additional oral reminder of the action to be completed when the rules have been changed. ■ 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 starting and stopping. ■ Invite children to try another rule change for *Conducting an Orchestra*: Play instruments quietly when the baton moves slowly, and play instruments loudly when the baton moves quickly.

Center Activity

Invite children to continue playing *Conducting an Orchestra*. Encourage children to take turns waving the baton. 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 2

Doing Drama

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will imitate characters in familiar nursery rhymes.

Key Concepts

Review: Imitate

Materials Needed

*"Jack Be Nimble" card

*"Jack and Jill" card

Also Promotes

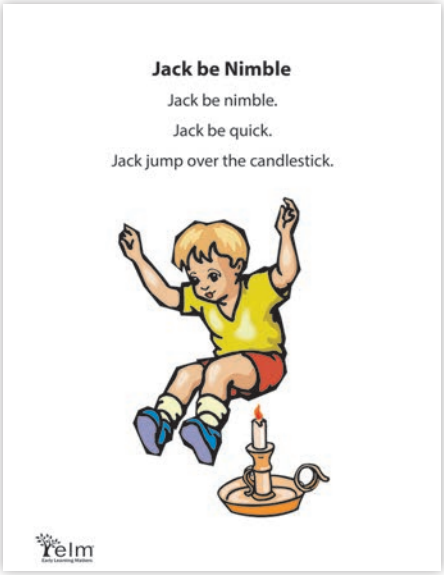
Language/Literacy

*Printables provided

BEGIN: Yesterday we imitated characters in nursery rhymes. We know that imitate means to sound like or look like someone or something else. We imitated with our voices, facial expressions, and body movements. What was one of the nursery rhymes we imitated?

EXPLAIN: Today we are going to imitate characters in two more nursery rhymes. One of our nursery rhymes for today has more than one character. We can choose which character we want to imitate.

ACT: [*Display card for "Jack Be Nimble." Read the nursery rhyme.*]

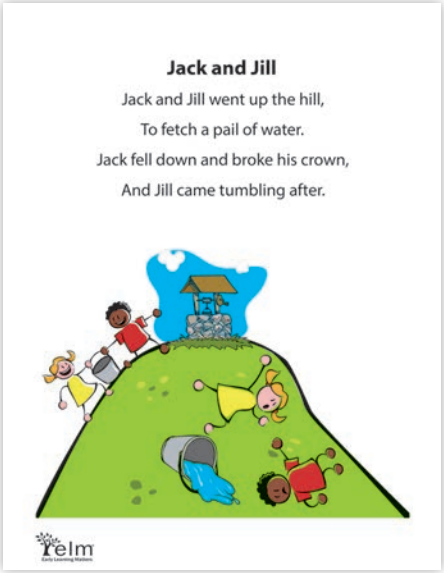


ASK:

- Who is the character in this nursery rhyme? (Jack)
- What does Jack do in the rhyme? (jump over a candlestick)
- How could we imitate Jack using our body? (pretend to jump over a candlestick)

ACT: [*Encourage children to imitate Jack jumping over a candlestick as you read the rhyme again.*]

EXPLAIN: Let's listen to another nursery rhyme. This nursery rhyme has two characters in it. We can decide which character we want to imitate.



ACT: [*Display card for "Jack and Jill." Read the nursery rhyme. Explain that "fetch" means to go get something and bring it back, and "crown" is another word for head.*]

ASK:

- Who were the characters in this nursery rhyme? (Jack and Jill)
- What did the characters do in this nursery rhyme?
- How could we imitate Jack? (walk up a hill, fall down)
- How could we imitate Jill? (walk up a hill, tumble down)

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31
DAY 2

Doing Drama *continued*

Creative Expression

EXPLAIN: Both of the characters went up the hill and both of the characters fell down. We can imitate Jack or Jill. It is your choice. All of us do not need to imitate the same character. Remember, we can use our body, facial expression, and voice when we imitate.

ACT: [*Encourage each child to imitate his/her chosen character as you read and display the rhyme card.*]

ASK:
- What did we do with our bodies to imitate one of the characters in the rhyme? (walked up a hill, fell down)
- How did we imitate Jack or Jill's facial expression?
- How did we imitate Jack or Jill's voice?

RECAP: Today we used two nursery rhymes to practice imitating different characters.

Scaffolding Tips

Extra support ■ If children need additional support in determining how they should imitate each character, invite them to take a look at each card and describe what they see in the picture. Example: "What kinds of expressions do you see on the faces of Jack and Jill? (happy face, sad face, scared face) How would you imitate their facial expressions?"

Enrichment ■ Encourage children to pretend to be Jack during the first reading and Jill during the second reading. Ask children whether and how they imitated each character in different ways.

Center Activity

Provide several nursery rhyme books on tape. Invite children to imitate the character(s) while listening to the nursery rhymes.

Family Child Care

Choose other familiar rhymes children like. Read or tell these rhymes to the children and invite them to imitate the characters in the rhymes.

Source of Jack Be Nimble nursery rhyme: Crane, W., Gilbert, J. S., McConnell, W., Tenniel, J. S. Weir, H., & Zwecker, J. B. (1891). *Mother Goose's nursery rhymes: A collection of alphabets, rhymes, tales, and jingles*. London: George Routledge & Sons. Retrieved from http://tinyurl.galegroup.com.ezproxy.lib.purdue.edu/tinyurl/58z434

Source of Jack and Jill 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

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 G.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter G card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter G card.*]

What is the name of this letter?

[*Point to the uppercase letter G on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter G?



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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 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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Be Prepared: The activity today assumes you use a die with a maximum of six dots on one of its sides and a total of 10 blocks. Based on your understanding of the counting skills of children in your classroom, you may wish to use a die with fewer dots (example: one and two dots) and/or fewer than 10 blocks, from which children take away blocks.

Large Group

Skill and Goal

Number knowledge

Children will understand a group of items gets smaller when we take away one or more items from the group.

Key Concepts

New: Take away

Review: Add

Materials Needed

10 blocks or cubes of the same color

Tray

Die

BEGIN: We know that a group of items gets larger when we add items to the group.

ASK: What happens to a group of items when we take away some of the group's items? (gets smaller)

EXPLAIN: Today we will practice taking away items. When we **take away** items from a group, the group gets smaller. Let's say the rhyme "Ten Little Monkeys" as we practice taking away.

[*Say the rhyme together using your fingers as the monkeys. Each time a monkey bumps its head, put down a finger. Then count the number of fingers left.*]

Our group of fingers got smaller each time we took away a monkey!

Today we will use blocks to play a game. I have a tray, some blocks, and a die.

[*Place 10 blocks of the same color on the tray.*]

Let's count the number of blocks on the tray.

ACT: [*Point to each block as you lead children in counting together the number of blocks on the tray.*]

EXPLAIN: Today we will take turns rolling the die and taking away blocks from the group of blocks on the tray. The number of dots on the die will tell us how many blocks to take away. I will go first so you can see how to play.

[*Roll the die and count the number of dots on the die you rolled. Say the number aloud.*]

I rolled a ___. I will take away ___ blocks from the group of 10 blocks on the tray.

[*Count aloud the number of blocks that matches the number of dots on the die. Remove one block each time a number is said aloud. Example: "A four was rolled on the die. Four blocks need to be taken away from the tray." Count aloud four blocks as you remove them one at a time: "One" (remove a block), "two" (remove a block), "three" (remove a block), "four" (remove a block).*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Now we need to determine how many blocks are left on the tray.

ACT: [*Point to each block remaining on the tray as you lead children in counting together.*]

- How many blocks do we have left?
- Is our group of blocks smaller than it was before we took away ___ blocks?

[*Again, place 10 blocks on the tray.*]

Now we need a volunteer to roll the die so we can practice taking away.

[*Invite a volunteer child to roll the die and point to the dots rolled as each dot is counted aloud.*]

- What number did you roll?
- How many blocks do we take away from our group of 10 blocks?

  [*Encourage the volunteer to remove one block each time a number is said aloud.*]

- How many blocks are left on the tray?
- How do you know?
- Is our group of blocks smaller than it was before we took away ___ blocks?

[*Continue asking a new volunteer to roll the die and help take away the blocks as all children count together. Continue as time allows.*]

RECAP: Today we practiced taking away blocks from a group by playing a game with blocks and a die. What happens to a group when we take away items? (the group gets smaller)

Scaffolding Tips

Extra support ■ Each time volunteers take away blocks and the remaining group of blocks is counted, point out that the group of blocks gets smaller when blocks are taken away.

Enrichment ■ Each time the die is rolled, ask children if they know how many blocks will be on the tray after the group of blocks is taken away. Example: "We rolled a four. How many blocks will be left in our group of 10 blocks after we take away four blocks?"

123 Center Activity

Provide materials for the game played during today's activity. Invite children to take turns rolling the die and taking away the corresponding number of blocks from a group of blocks on the tray.

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Family Child Care

Practice the skill of taking away as children eat a snack. Example: "How many grapes do you have on your plate, Bayne?" After the child eats one or several grapes: "How many grapes are left on your plate?"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 3

We Understand Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Perspective-taking

Children will deepen their understanding of empathy and what someone else may be thinking or feeling.

Key Concepts

Review: Empathy

Materials Needed

Last Stop on Market Street by Matt de la Peña

Also Promotes

Language/Literacy

BEGIN: Today we will talk about how people might feel when they can't have something or do something like other people.

- Have you ever wished you could have something that other people have?
- Have you ever wished you could do something that other people get to do?

[*Display book cover.*]



EXPLAIN: We are going to read a book today about a boy named CJ. Our book is called *Last Stop on Market Street*. It was written by Matt de la Peña.

On the cover of our book, CJ is waiting for a bus with his grandmother.

ASK:

- What do you think CJ might be thinking?
- What do you think his grandmother might be thinking?

EXPLAIN: We know that sometimes people can be doing the same thing but have different feelings about what they are doing. Let's see if CJ and his grandmother feel the same way about going somewhere.

ACT: [*Read the book. Point to and describe illustrations directly related to the text. After reading the book, explore questions such as the following:*]

- CJ and his grandmother walked and stood in the rain. CJ saw his friend getting in a car and asked his grandmother why they didn't have a car. How do you think CJ felt when he saw his friend getting in a car? (sad, disappointed) CJ's grandmother was happy to have a bus to ride.
- CJ felt sorry for himself as he looked out the window while riding the bus. Why do you think he felt sorry for himself? (because his friends never had to go somewhere after church) Have you ever had to go somewhere you didn't want to go?
- When CJ saw two older boys get on the bus listening to music, he wished he had a music player too. Have you ever wanted something you couldn't have?
- CJ's grandmother said he didn't need a music player because he could listen to the man playing his guitar. How do you think CJ felt as he listened to the man playing the guitar? (happy, thankful)
- Sometimes we can understand how someone is feeling because we also have felt that way. Do you have empathy with CJ? Why?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 3

We Understand Feelings *continued*

Social-Emotional

RECAP: Today we talked about what CJ was thinking and feeling as he traveled somewhere with his grandmother. CJ felt sorry for himself. Did his grandmother feel sorry for herself?

Scaffolding Tips

Extra support ■ If children seem unclear about CJ's thoughts and feelings, read again passages that show CJ's reactions. Example: When CJ saw the boys with the music player he said, "Sure wish I had one of those."

Enrichment ■ Encourage children to tell their ideas about why CJ and his grandmother had different feelings about riding the bus. (CJ thought about what other people had or could do, his grandmother was thankful for what she had)

Center Activity

Provide the book used during today's activity. Encourage children to retell the story.

Family Child Care

Invite school-age children to tell about their experiences of not having something they wanted. Younger children may wish to tell their experiences as part of the discussion. Are children's experiences similar to CJ's thoughts or feelings?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 3

Doing Drama

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will use a prop to imitate characters in familiar nursery rhymes.

Key Concepts

New: Prop

Review: Imitate

Materials Needed

*"Three Little Kittens" card

Mittens—1 per child

Also Promotes

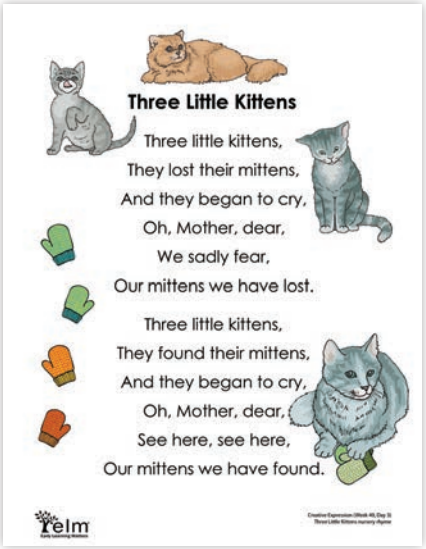
Language/Literacy

*Printables provided

BEGIN: We are pretending to imitate characters in nursery rhymes. What do we do with our bodies when we imitate someone or something else? (make facial expression, make voice sound like someone else, move our body in different ways)

EXPLAIN: Today we are going to imitate characters in the "Three Little Kittens" nursery rhyme.

ACT: [*Display and read the card for "Three Little Kittens." Point to each of the kittens, the mother cat, and the mittens when you mention each.*]



ASK:

- Who are the characters in this nursery rhyme?
- What happened? (lost mittens, found mittens)
- How could we imitate the mother cat?
- How could we imitate the kittens?

EXPLAIN: The kittens had mittens on their paws but lost them. Then they found their mittens.

[*Display mittens.*]

Sometimes we use something called a prop when we do drama. A **prop** is an object that helps us tell a story. A mitten can be a prop for the "Three Little Kittens" nursery rhyme. We can use a mitten to imitate what happened in the rhyme.

ASK:

- How could we use these mittens to help us imitate what happened to the kittens?
- How could we imitate the mother cat? (frown, smile)

EXPLAIN: We are going to imitate the characters in this nursery rhyme. Each of us can decide which character we want to imitate. We can be the mother cat or one of the kittens. Please raise your hand if you want to be a kitten so I can give you a mitten.

[*If all children want to be kittens, an adult can imitate the mother cat, frowning and smiling at the appropriate time.*]

ACT: [*Encourage children to imitate the kittens/mother cat as you display and read the card.*]

Yelm® Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31
DAY 3

Doing Drama *continued*

Creative Expression

ASK:
- What sorts of things did you do with your body as you imitated the characters in the nursery rhyme? (lost mittens, found mittens)
- How did you imitate the characters' facial expressions?
- How did you imitate the characters' voices?

RECAP: Today we used mittens to help us to imitate losing and then finding mittens. The mitten was a prop that helped us imitate what happened to the kittens!

Scaffolding Tips

Extra support ■ Some children may not be familiar with a mitten. Describe its use—to keep hands warm in cold weather—when introducing the rhyme. ■ Offer a quick summary at the end of reading the rhyme if it appears some children are struggling to understand what happened. ■ If children need additional support in determining how they should imitate each character, invite them to take a look at the card and remind them of what happened in the nursery rhyme. Encourage children to imitate the actions you suggest. Example: "The three little kittens began to cry when they lost their mittens. Can you pretend to cry?"

Enrichment ■ Invite children to say with you the words to the nursery rhyme. Encourage children to use different voices when saying the words. Examples: Use a crying voice and then a happy voice. ■ Ask the following question: "Why did the kittens cry when they found their mittens?"

Center Activity

Provide nursery rhyme cards from this week. Encourage children to continue to imitate characters in the nursery rhymes. Consider taking the cards outside and encourage children to imitate the characters where they have more space to move.

Family Child Care

Take pictures of children as they imitate the characters in the nursery rhyme. Hang the pictures in your setting for children and families to see.

Source of Three Little Kittens nursery rhyme: Baring-Gould, W. S., & Baring-Gould, C. (1962). *The annotated Mother Goose nursery rhymes old and new, arranged and explained*. New York: Clarkson N. Potter, Inc.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the word made by taking away the initial sound (onset) from the remaining sounds (rime). Children also will understand the name and sound of the letter G.

Key Concepts

Review: Beginning sound

Materials Needed

*Letter G card

*4 letter G 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 with words. We took away the beginning sound of a word to make a completely different word. We know that we call the first sound we hear the beginning sound of a word. Let's play the game today with different words.

[*Be sure to pause briefly between the two parts of each word offered below.*]

EXPLAIN: Listen carefully as I say a word: /g/-oat. I'll say it again: /g/-oat.

ASK: What word am I saying? (goat)

EXPLAIN: Now I will take away the beginning sound of the word "goat" to make a new word. The beginning sound in the word "goat" is /g/. I will take away the /g/ sound from the word "/g/-oat." Listen to the new word: "oat." I took away the /g/ sound from the word "goat" to make the new word "oat."

Let's try another word. Listen carefully as I say "/b/-ill."

ASK: What is the word? (bill)

EXPLAIN: Now let's take away the beginning sound of the word "bill" to make a new word. The beginning sound is /b/.

ASK: What new word do we make when we take away the /b/ sound from the word "/b/-ill"? (ill)

EXPLAIN: Our new word is "ill." We took away the /b/ sound from the word "bill" to make the word "ill." Let's try some more.

ACT: [*Continue the above procedure for children to make a new word by taking away the beginning sound of a word. Offer as many of the following words as possible, depending on time and child interest. Use a mixture of ending sounds (oat, eat, ill, and, ink) based on children's responses.*]

Rimes	oat	eat	ill	and	ink
	g-oat	b-eat	f-ill	b-and	p-ink
	b-oat	s-eat	p-ill	h-and	r-ink
	c-oat	h-eat	d-ill	l-and	s-ink
		m-eat	b-ill	s-and	w-ink
		n-eat	h-ill		l-ink

EXPLAIN: Let's learn more about the letter G.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

[*Display letter G card.*

If a child(ren) whose name begins with the letter G 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 G when you say the name.]



Maybe someone in our group has the letter g somewhere else in their name. The letter might be in the middle, or at the end, of their name. It will be a lowercase g and it will look like this.

[*Point to the lowercase g on the letter card.*]

Pop up if you have the letter g somewhere else in your name (not at beginning).

[*If a child has the letter g somewhere else in his/her name, point to the name and to the letter g on the list of children's first names so all children can see the name and the letter g.*]

ASK: What is our word that begins with the letter G? (graph)

ACT: The letter G says /g/, just like at the beginning of the word "graph." /g/, /g/, graph. Let's say that together: /g/, /g/, graph.

I have two pictures of things that begin with the letter G. I wonder what they could be?



chadh/flickr/(CC BY 2.0)





Amaury Laporte/flickr/(CC BY-NC 2.0)



David Mulder/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 goat. The letter g 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 G and write them on our chart. Remember, the letter G says /g/, /g/.

[*Help children by suggesting other words that begin with g. Examples: gallop, game, give, garden.*

Invite one or more volunteer children to find the letter g 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 G on your chart paper.]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

We use two lines to make an uppercase G. We begin by making a curved line that almost closes and then a short line across.

[*Give each child his/her letter journal.*]

Now we are going to write the letter G in our letter journal. Please write the uppercase (big) letter G in your journal. Write as much of the letter as you can.

RECAP: Today we took a sound away from a word to make a completely different word.

We also learned that the letter G says /g/, just like at the beginning of the word "graph." We made the uppercase (big) letter G in our letter journal. Let's say together the sound the letter G makes, (/g/).

Scaffolding Tips

Extra support ■ If children need assistance in identifying the new word, segment the word using a long pause between the onset and rime. Example: goat—"I will take away the /g/ sound from the beginning of the word, "/g/… oat, /g/… oat." ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Say a word from the list above. Invite children to say the beginning sound of the word, and then say the word without the beginning sound. ■ If a child indicates his/her name begins with a G that does not have a /g/ sound (examples: George, Gisella), explain that some letters make more than one sound. Example: "Some letters make more than one sound. G is one of those letters. You are right, your name starts with the letter G 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 g. Example: "A lowercase g is made with a curved line and then a straight line that curves at the bottom."

Center Activity

Write the word "it" on a note card. Supply *letter cards b, f, h, l, p, s. Invite children to add a letter card to the beginning of "it" to make a new word. Example: b-it = bit. Adult help may be necessary.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Family Child Care

Encourage children to sing the song, "If You Think You Know This Word" to family members at pickup time. Provide children with both parts of a word and see if family members can guess the word. Example: Whisper in a child's ear, "See if your parent can guess this word as you sing the song: /b/-oat." Then ask children to say the new word made when the beginning sound is taken away. (oat)

If You Think You Know This Word

(Sing to the tune of *If You're Happy and You Know It*)

If you think you know this word, shout it out! (b-oat)

If you think you know this word, shout it out! (b-oat)

If you think you know this word,

Then tell me what you've heard,

If you think you know this word, shout it out! (b-oat)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will add items to a group to make the group larger, and take away items from a group to make the group smaller.

Key Concepts

Review: Count on
Take away
Zero

Materials Needed

10 small manipulatives (see Be Prepared)

Cup

Optional Reading

Fish Eyes by Lois Ehlert

Be Prepared: Today's activity involves 10 small manipulatives (counters, small blocks, etc.) and additions/subtractions of up to four items at a time. Based on your understanding of the counting skills of children in your classroom, you may wish to use a smaller number of items. Example: Begin with two items, add one, add one more, then add two more for a total of six items. Take away two items, then one item, then one more item, and finally take away the remaining two items.

BEGIN: Let's say a rhyme called "Ten Yummy Apples." When we say the rhyme, let's hold up one of our fingers for each of the apples.



Ten Yummy Apples

Ten yummy apples sitting in a tree,
Red ones, yellow ones, just for me.
The wind blew the tree with a swooshing sound,
And one yummy apple came tumbling down!
Nine yummy apples sitting in a tree…



[*Say the rhyme first, and then lead children in saying the rhyme together. Prominently display your finger actions.*]

EXPLAIN: Today we will add and take away items from a group. Let's begin with a group of three items.

ACT: [*Place three items in front of you. Encourage children to count the items as you point to each.*]

Now we will add one more item. When we add one more item, we will count on to find how many items we have all together. Remember, when we count on, we start with the largest group of items and then count the number of items in the other group.

[*Invite a volunteer child to form a second group by placing one more item near, but not part of, the group of three items. Begin with the group of three items and then count on to the second group to determine how many items there are all together. Example: "Let's begin with the group of three items. 3, 4."*]

How many items do we have now? (four) We have four items.

[*Combine the two groups so the four items are in one group together.*]

We started with three items. Then we added a group of one more item. We have four items all together.

Now we will make a group of two items.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Invite a volunteer child to form a second group by placing two more items near, but not part of, the group of four items. Begin with the group of four items and then count on to the second group to determine how many items there are all together. Example: "Let's begin with the group of four items. 4, 5, 6."*]

How many items do we have now? (six)

[*Combine the two groups so the six items are in one group together.*]

We had four items. We added a group of two more items. We have six items all together. Our group of items gets larger each time we add more items.

Now we will make a group of four items.

[*Invite a volunteer child to form a second group by placing four more items near, but not part of, the group of six items. Begin with the group of six items and then count on to the second group to determine how many items there are all together. Example: "Let's begin with the group of six items. 6, 7, 8, 9, 10.*]

How many items do we have now? (10)

[*Combine the two groups so the 10 items are in one group together.*]

We have 10 items! Our group of items got larger each time we added more items.

Now let's take away two of our items.

[*Invite a volunteer child to take away two items and place the two items in a cup. Encourage children to count the remaining items together.*]

How many items do we have now? (eight) We have eight items!

Did our group of items get smaller or larger when we took away some items? (smaller)

Remember, a group of items gets smaller when we take away items from the group. A group of eight items is smaller than a group of 10 items.

Now let's take away four more items.

[*Invite a volunteer child to take away four items and place the four items in a cup. Encourage children to count the remaining items together.*]

How many items do we have now? (four) We have four items left!

Our group of items got smaller when we took away four items from our group. A group of four items is smaller than a group of eight items.

- What will happen when we take away the four items we have left? (group will have no items)
- How many items will we have then? (zero)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Invite a volunteer child to take away four items and place the items in a cup.*]

Remember, zero means none. We have zero items left!

RECAP: Today we used (item name) to practice counting. What happened to our group of (item name) when we added more items? (it got larger) What happened to our group when we took away items? (it got smaller) Our group of items got so small that we had zero items left!

Scaffolding Tips

Extra support ■ Help children take away items by asking the volunteer child to point to, count, and then physically move each item from the group to the cup.

Enrichment ■ Children may be ready to learn that another word for taking away is subtraction. ■ Ask children if they are able to tell how many items we will have when adding or taking away without counting. Then ask children to tell the new amount before adding more items or before taking away items.

123 Center Activity

Supply counters and a basket. Invite one child in a pair of children to take a small handful of counters from the basket and count each counter. Then ask the other child in the pair to take away counters from the first child's handful of counters. Ask the pair of children to count together how many counters are left in the first child's hand.

Family Child Care

Pair school-age children with younger children to practice adding and taking away. Encourage the older child to help the younger child count each time they add or take away items.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 4

Exploring Time

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Concepts of time

Children will understand the concepts of yesterday, today, and tomorrow.

Key Concepts

New: Yesterday
Today
Tomorrow

Materials Needed

- Chart (see Be Prepared)
- Pictures of activities done yesterday (see Be Prepared)
- Pictures of activities done today (see Be Prepared)
- Index cards
- Drawing tool

Be Prepared: Prepare a three-section chart (see sample in activity plan). Post pictures of activities done yesterday in the "yesterday" section of the chart. Take pictures of activities done today (prior to this lesson) that will be posted to the "today" section of the chart during today's activity. If you are unable to take or print pictures, draw 2–3 simple pictures of activities done yesterday on index cards and place them in the "yesterday" section of the chart. Also, rather than posting pictures in the "today" section of the chart, draw simple pictures of things done today on index cards and place them in the "today" section of the chart during today's activity.

BEGIN: [*Display three-section chart.*]

I have a chart with pictures (drawings). There are pictures of some things we did yesterday. **Yesterday** was the day before today.

yesterday	today	tomorrow
  		

ASK: What do you remember about the activities shown in our pictures?

[*Help children recall and discuss the pictured activities.*]

EXPLAIN: [*Point to the word "yesterday" on the chart.*]

This word on our chart says "yesterday." The pictures of some things we did yesterday are under the word "yesterday." This part of our chart shows activities we did the day before today.

ASK: What else did we do yesterday?

EXPLAIN: [*Point to the words "today" and "tomorrow" on the chart as you describe each.*]

This word says "today." **Today** is this very day. This part of our chart has a place for pictures (drawings) of some activities we did today.

I am going to place in this section of our chart some pictures of activities we did today.

[*Place 2–3 pictures or draw pictures of 2–3 activities done today.*]

ASK: What do you remember about the activities shown in pictures of things we did today?



EXPLAIN: Our chart also has a place for pictures (drawings) of things we might do tomorrow. **Tomorrow** is the day after today.



ASK: What are some things we might do tomorrow?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Time *continued*

Social Studies

[*Encourage children to discuss things they may do tomorrow. Draw on 2–3 index cards simple drawings of things children think they may do tomorrow. Place the index cards in the "tomorrow" section of the chart.*]

EXPLAIN: Let's look again at our chart and talk about things we did yesterday and today, and may do tomorrow.

[*Discuss each picture (or drawing) in each section of the chart. Remind children that yesterday was the day before today, today is this very day, and tomorrow is the day after today.*]

RECAP: Today we talked about yesterday, today, and tomorrow. We looked at pictures (drawings) of things we did yesterday. We placed pictures (drawings) of things we have done today. We drew pictures of things we may do tomorrow.

Scaffolding Tips

Extra support ■ Children may benefit from a reminder of the meanings of "before" and "after" if they seem unclear about the concepts of yesterday and tomorrow (Self-Regulation Week 1, Day 1).

Enrichment ■ Encourage children to think about things they did at home yesterday and today, and things they may do at home tomorrow.

Center Activity

Provide index cards and drawing tools. Invite children to draw pictures of things they have done today that are not depicted on the chart. Post the drawings in the "today" section of the chart.

Family Child Care

School-age children may enjoy making a book about yesterday, today, and tomorrow. Encourage children to draw pictures of things done yesterday and today, and things they may do tomorrow. Compile the drawings into a book and place the book in your book center for all children to enjoy.

The daily picture schedule activity is described in the following source: Stephanie. (2012, August 23). Calendar time in pre-k??? [Web log post]. Retrieved from http://mrsasroom.blogspot.com/2012_08_01_archive.html

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Be Prepared: This activity takes place outside. If done indoors, use a foam ball or other type of ball that does not travel far. If one ball per child is not available, adapt the activity for children to take turns kicking. The focus of this activity is on connecting a child's foot with the ball from a stationary position. There is no expectation that children will kick the ball any noticeable distance. Arrange for the help of another adult, if possible.

Skill and Goal

Motor development

Children will understand how to kick a ball from a stationary position.

Key Concepts

New: Kick

Review: Next to

Materials Needed

Large soft balls (if outside)—1 per child

Large foam balls or punch ball balloons (if inside)—1 per child

Ribbons (see Extra Support tip)

Also Promotes

Self-Regulation

BEGIN: [*Throw one of the balls gently in the air and catch it.*]

- Who remembers when we practiced throwing?
- What parts of our body did we use to throw a ball away from us? (hands, arms)

EXPLAIN: Today we will use our feet to move a ball away from us. We call this kicking a ball.

We **kick** a ball by using our foot to touch the ball so the ball moves away from us.

ACT: [*Place ball on ground/floor in front of you. Demonstrate actions as you describe each.*]

We do four things to kick a ball.

First we look at the ball. We want to make sure we do not miss the ball when we try to kick it.

Next we decide which foot we want to use to kick the ball. We call this our kicking foot. Let's all point to the foot we would want to use for kicking a ball.

[*Pause for children to point to their kicking foot. Follow-up prompt, if needed: "What foot do you want to kick with?"*]

Now let's all point to the foot we are not going to kick with. This foot will stay on the ground/floor when we kick the ball with our other foot.

The third thing we do is put the foot we are not going to kick with next to the ball. Remember, one way to be next to something is to be by its side. We want this foot to be on the ground/floor to support our body when we kick with our other foot.

What do you think is the last thing we do? (kick the ball)

We kick the ball with the inside of our foot. Please watch me point to the inside of my foot.

[*Point to the middle part of the inside of your kicking foot.*]

Let's all touch the inside of our foot we will use to kick the ball.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Moving Our Bodies *continued*

[*Encourage children to bend at the waist or partially squat to touch the inside of their kicking foot.*]

Please watch me do the four things for kicking a ball.

[*Demonstrate and describe the four steps. Kick the ball gently from a stationary position.*]

EXPLAIN: We are going to practice kicking a ball while standing. We will not walk or run to kick the ball. We want to practice having the inside of our kicking foot touch and move the ball away from us. We are not trying to kick the ball as far as we can.

ACT: Now it is your turn to kick a ball. Are we trying to kick a ball as far as we can? (no) We want to practice moving the ball with the inside of our kicking foot.

[*Before distributing balls to children, explain your plan for children to collect balls after they are kicked so no one is hit by a ball. Consider having children take turns in an indoor setting to prevent confusion. Provide verbal guidance to individual children as appropriate. Provide repeated practice experiences as time permits.*]

RECAP: Today we learned how to kick a ball while standing. The first thing we do is look at the ball. What might happen if we do not look at our ball before trying to kick it? (might miss it when we move our foot) What part of our kicking foot do we use to move the ball? (inside part of our foot)

Scaffolding Tips

Extra support ■ If a child has difficulty remembering which foot is their kicking foot, tie a ribbon on the shoe that the child wants to use for kicking. It is fine if children wish to try kicking with their other foot. ■ Children may benefit from a review (including a demonstration) of the meanings of "inside" and "away."

Enrichment ■ Invite children to kick the ball with their other foot. ■ Ask what sports games involve kicking a ball. (football, soccer, rugby)

Center Activity

Provide continued practice with kicking in the outside area. Designate a place for children to practice kicking. Use cones to help children know the space boundaries.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 4

Moving Our Bodies *continued*

Physical/ Health

Family Child Care

If toddlers want to participate, encourage them to roll the balls instead of kicking.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs.* Champaign, IL: Human Kinetics.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

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 G.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter G 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 G card.*]

What is the name of this letter? What sound does the letter G make?

Letter G says /g/, just like in "graph." /g/, /g/, graph. Let's together say /g/, /g/, graph.

G g

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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 5

Counting Things

123 Mathematics

Be Prepared: If you used smaller numbers of items than suggested in the activity plans for this week, make appropriate adjustments in the numbers reviewed today.

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will add items to a group to make the group larger and take away items from a group to make the group smaller. Children also will strengthen their understanding of how to count on.

Key Concepts

Review: Add
Take away
Count on

Materials Needed

Tray

12 blocks of the same color

Die

Optional Reading

Quack and Count by Keith Baker

BEGIN: This week we practiced adding items to a group and taking away items from a group. We know that a group gets larger when we add items to a group. What happens to a group when some of its items are taken away? (the group gets smaller)

EXPLAIN: Let's use a die and blocks to practice counting on. Remember, when we count on, we start with the number of items in the largest group and then count the items in the other group. Let's try counting on again.

ACT: [*Place five blocks on a tray. Count together the group of five blocks as you point to each block counted. Roll a die and add the corresponding number of blocks to the tray in a separate group. Count on by starting with the largest group. Example: "We have five blocks. Let's begin with five and count on to add our other group of blocks. 5, 6, 7, 8. We have eight blocks all together!" Try this 2–3 times. Begin each time with a different number of blocks. Invite volunteer children to lead the counting. Explain that ___ blocks have been added to the tray. Explain that we can use counting on to find out how many blocks we have on our tray.*]

ASK: What happened to the group of blocks when we added more blocks? (it got larger)

EXPLAIN: Now let's practice taking away some blocks.

ASK: What happens to a group if we take away some items? (it gets smaller)

EXPLAIN: Let's start with 10 blocks on our tray. Our die will tell us how many blocks to take away from our group.

ACT: [*Invite a volunteer to roll a die and point to the dots rolled as they are counted aloud.*]

- What number did you roll?
- How many blocks do we need to take away from our group of 10 blocks?

  [*Encourage the volunteer to remove one block each time a number is said aloud.*]

- How many blocks are left on the tray?
- How do you know?
- Is our group of blocks smaller than it was before we took away ___ blocks?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Practice adding and taking away with different numbers of blocks as time and child interest permit.*]

RECAP: This week we practiced adding items to a group by counting on and taking away items from a group. We know that when we add items to a group, the group gets larger. When we take away items from a group, the group gets smaller.

Scaffolding Tips

Extra support ■ Use two different colors of blocks (as done in prior counting on activities this week) if the current plan's use of one color of block seems too challenging. ■ Encourage children to point and count with you.

Enrichment ■ Ask children how many blocks we would have if we added two more (or took away two).

123 Center Activity

Supply a small basket of craft pom-poms and dice. Invite children to roll a die and count out the corresponding number of pom-poms from the basket. Encourage children to roll the die again and add the corresponding number of pom-poms to the original group by counting on. After each child has rolled twice, invite them to roll one more time and take away the corresponding number of pom-poms.

Family Child Care

As families pick up their children, use the opportunity to help children practice adding and taking away. Example: "There were five people in our house. Now your mom is here. How many people are in our house now? How many people will we have when you leave?"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 5

Exploring Time

Social Studies

3-5 YEARS

Large Group

Be Prepared: Prepare a two-section chart with Morning on one side and Afternoon on the other side (see sample in activity plan). Pictures of activities that typically occur in the morning or in the afternoon (3–4 each) are provided, but you are encouraged to use pictures that are specific to your classroom. You also may wish to make duplicate pictures of activities that happen in both morning and afternoon so the activity may be placed in both places on the chart.

Skill and Goal

Concepts of time

Children will understand the concepts of morning and afternoon.

Key Concepts

New: Morning
Afternoon

Review: Yesterday
Today
Tomorrow

Materials Needed

Chart paper (see Be Prepared)

*9 morning or afternoon chart pictures as shown (see Be Prepared)

3-section chart from Day 4

*Printables provided

BEGIN: Yesterday we talked about yesterday, today, and tomorrow. These are three different days. Yesterday was the day before today. What do we call the day that happens after today? (tomorrow)

EXPLAIN: [*Display two-section chart of Morning and Afternoon and point to each section as you describe it.*]

Morning	Afternoon

Today we will talk about morning and afternoon. Morning and afternoon are two parts of the same day. Please look at our chart. This part of our chart says Morning. The other part of our chart says Afternoon.

ASK: When is morning?

EXPLAIN: [*Point to each section of the chart as you discuss it.*]

Morning is the first part of the day. The sun rises in the morning. Morning comes before lunch. **Afternoon** is the second part of the day. Many people think that afternoon is the time that happens after we eat lunch. Let's pretend the line in the middle of our chart means lunchtime. Morning comes before lunch, and afternoon comes after lunch.

I have some pictures of activities that happen in the morning and some pictures of activities that happen in the afternoon. Let's put the pictures on our chart. If the picture shows something that usually happens in the morning, we will put the picture in the section called Morning. We will put the picture in the section called Afternoon if it shows something that usually happens in the afternoon.

ACT: [*Display picture of boy waking up in the morning.*]



Let's look at a picture of a boy waking up in his bed at home.

Would this happen in the morning or in the afternoon?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Time *continued*

[*Invite a volunteer child to place the picture in the morning section of the chart after it has been discussed. Continue this procedure with a different volunteer placing each picture as you discuss morning and afternoon.*]

RECAP: Morning is the first part of the day. Morning happens before lunch. Afternoon is the second part of the day. When does afternoon happen? (after lunch) We put on our chart some pictures of activities that happen in the morning and activities that happen in the afternoon.










Scaffolding Tips

Extra support ■ If children seem unclear about the "morning" and "afternoon" labels in deciding where a picture should be placed on the chart, it may be helpful to ask: "Do we usually do this activity before we eat lunch?" "Do we usually do this activity after we eat lunch?" ■ Children may benefit from a reminder of the meanings of before and after (introduced in Self-Regulation Week 1, Day 1 and also reviewed in Math Week 21, Day 1). ■ Explain that some activities may happen in both the morning and the afternoon. Examples: outdoor playtime in the morning and outdoor playtime in the afternoon; circle time in the morning and circle time in the afternoon.

Enrichment ■ Invite children to describe other activities that often happen in the morning or in the afternoon, and to point on the place on our chart where we would put a picture of the activity they describe. ■ Share with children that afternoon ends at evening. Evening is a time when many people eat supper and some people finish a day of working at their job. ■ Explain that the word "afternoon" is a compound word. Invite children to say the two words that make up the word "afternoon."

Center Activity

Provide a large picture of a sunrise in the housekeeping center. Encourage children to act out what would happen in the morning at their homes.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Time *continued*

Social Studies

Family Child Care

Invite school-age children to draw pictures of activities to include (on the chart) that happen in the morning and afternoon. Label each activity at the bottom of the drawing.

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will understand how to kick a ball from a moving position.

Key Concepts

Review: Kick

Materials Needed

Large soft balls (if outside)—1 per child

Large foam balls or punch ball balloons (if inside)—1 per child

Length of rope or jump rope (if outside)

Also Promotes

Self-Regulation

Be Prepared: This activity is conducted outside. Place the rope (kicking line) on a grassy area. If conducting this activity indoors, use tape as the kicking line and a foam ball or other ball that does not travel far. If one ball per child is not available, adapt the activity for children to take turns kicking. Arrange for an adult to help with the activity, if possible.

BEGIN: [*Display a ball in front of you.*]

Yesterday we practiced kicking the ball with a foot. We kicked the ball while standing.

ASK: [*Use questions, such as the following, to encourage children to tell you the actions for each step. Demonstrate each action. If children offer partial or incorrect information, ask a follow-up question intended to lead to the correct response. Example: If children say "kick" in response to your second question (What do I do next?), ask: What foot would I use?*]

Please help me remember how we kick a ball.

- What do I do first? (look at the ball)
- What do I do next? (decide which foot to use for kicking)
- What do I do with my other foot? (put non-kicking foot next to the ball)
- I think I'm ready to kick the ball. What part of my foot do I use to kick the ball? (inside)

EXPLAIN: [*Display rope.*]

Today we will use the rope as our kicking line. The kicking line is where we place our ball to kick it.

I will hand you a ball when it is your turn. Place your ball on the kicking line and kick it the way we learned yesterday. We are practicing how to use the inside of our foot to touch and move the ball away from us. We are not trying to kick the ball as far as we can.

ACT: [*Encourage children to kick the ball from a stationary position. Describe your plan for children to retrieve the ball they kick. Practice kicking from the kick line several times. Offer guidance as needed. At the conclusion of this practice, ask children to place their ball on the line.*]

EXPLAIN: Now we are going to practice kicking the ball while we are moving. Sometimes we need to move our body toward a ball so we can kick it. Today we will take one step forward before we kick our ball. We will step with our foot that we do not use for kicking the ball.

Let me show you.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Moving Our Bodies *continued*

[*Point to and say which foot you will use for kicking. Remind children we call this our kicking foot. Then point to and say which foot you will use for taking one step. Remind children we do not kick with this foot. Then demonstrate taking one step with your non-kicking foot and then kicking the ball gently with your kicking foot. Describe your actions, including kicking with the inside of your kicking foot.*]

ACT: [*Pause after each of the following action requests and provide verbal guidance if needed.*]

Now it is your turn to take one step and then kick the ball.

- Please take one step back from our kicking line.
- Let's all point to our kicking foot.
- Let's all point to the foot we will use for taking one step.
- Now it is time to take one step forward and then kick the ball with our other foot. Remember, we call this our kicking foot.

[*Provide verbal guidance as necessary. Describe your plan for children to retrieve their ball. Practice taking one step and then kicking, as time permits. Be sure children move back one step from the kicking line prior to practicing.*]

RECAP: Today we practiced taking one step toward a ball and then kicking it. What do we call the foot we use for kicking? (kicking foot)

Scaffolding Tips

Extra support ■ Children may need focused help with using one foot for taking one step and using the other foot for kicking. One option is to encourage children to practice taking one step toward the ball. It is fine for children to pause when they reach the ball (after taking one step) to think about which foot to use for kicking. Consider putting a ribbon on this foot. ■ Some children may benefit from repeating the Day 4 practice of kicking the ball from a stationary position. ■ Some children may need a reminder (including a demonstration) of what the following words mean: back, forward, other.

Enrichment ■ Encourage children to take two or three steps back and then move forward two or three steps to kick the ball.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 31

DAY 5

Moving Our Bodies *continued*

Physical/ Health

Center Activity

Provide continued practice with kicking outside. Designate a place for children to practice kicking. Use a variety of balls for children to kick. Ask children if they notice any difference when they kick different balls. Is one ball easier to kick than another? Does any ball travel farther than the others?

Family Child Care

If toddlers want to participate, encourage them to roll the balls instead of kicking.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs.* Champaign, IL: Human Kinetics.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32 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 the letters D, L, N, and G (Days 1–5)

Mathematics

Counting Things

- Practicing adding two groups by counting on with a peer (Days 1, 3, 5)
- Subtracting items from a group (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

Being Responsible

- A goal is something we work hard to do (Day 2)
- We can reach a goal by practicing and maybe by asking someone to help us (Day 3)

Social Studies

Exploring Time

- How different activities take different amounts of time (Day 4)
- How living things take different amounts of time to grow and change (Day 5)

Science

Exploring Habitats

- A polar region is always very cold (Day 1)
- How people get food, stay warm, and play a game in polar regions (Day 1)
- How polar bears stay warm in the North Pole (Day 2)
- How animals and people stay warm in the South Pole (Day 3)

Physical/ Health

Moving Our Bodies

- Review how to kick and throw a ball (Day 4)
- Practicing different movements
  - *Sleeping, Sleeping, All the Children are Sleeping* game (Day 5)

Revision: 06/25/2020

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

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 L and N.

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Sentence

Materials Needed

*Letter L card

*Letter N 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 like to hear the national anthem.]

We want to find lowercase letters l and n in our sentence. Let's begin with the letter l.

[*Display letter L card. Point to the lowercase l on the card.*

Encourage a volunteer child to look for and point to the two lowercase letter l's in the sentence as you display the letter L card.]



What sound does the letter L make?

Yes! Letter L says /l/. Let's together say the sound of the letter L: /l/.

[*Repeat the above procedure with the letter n.*]



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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

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?*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 1

Counting Things

123 Mathematics

Be Prepared: Place 1–5 play coins in a small cup for each child. Vary the number of coins across cups. Use coins of the same value (example: pennies).

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will practice adding two groups of play coins by counting on with a peer.

Key Concepts

Review: Count on

Materials Needed

Play coins—1–5 per child (see Be Prepared)

Cups—1 per child

Optional Reading

Benny's Pennies by Pat Brisson

BEGIN: Let's say together the rhyme "1, 2, Buckle My Shoe." This is a counting rhyme we know!

[*Lead children in the rhyme as they hold up the appropriate number of fingers throughout.*

Arrange children in a large circle on the floor.]

EXPLAIN: Today we are going to practice counting on with play coins. Each of us will receive a cup with play coins in it. Please keep the coins in your cup until each person has a cup. The number of coins in your cup may be different from the number of coins the person next to you gets.

ACT: [*Give each child a cup with 1–5 play coins. Help children identify the child who is their neighbor.*]

Please count your coins. Then tell your neighbor how many coins you have.

[*Pause for children to count their coins and tell their number to their neighbor.*]

We are going to work with a neighbor to count how many coins you and your neighbor have all together. Let me show you how.

- [*Invite one child to join you with his/her cup of play coins.*
- *Ask the child how many coins he/she has. Together with the child, count the child's coins. Do the counting so all children can see.*
- *Tell how many coins you have. Count your coins in the same manner for all children to see and hear.*
- *Explain that we want to find out how many coins we have all together. We can count on to add the two groups of coins. Demonstrate counting on as you begin counting with the largest group of play coins. Example: "I have a group of five play coins. You have a group of three play coins. Five play coins is a larger group than three play coins. We will begin counting with the number five."*
- *Continue counting the second group of play coins. Encourage the volunteer child to count out loud with you. Be sure that all children can see the coins as you count them. Example: "5, 6, 7, 8."*]

Now it is your turn to work with your neighbor to find out how many coins you have all together.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Encourage child pairs to count out loud together.*]

After we've counted our coins all together with one neighbor, we will do the same with our neighbor sitting on our other side.

[*Help children identify their other neighbor.*]

Please tell each other how many coins you have in your cup. Then count your coins together.

[*Guide children in working with their other neighbor. Encourage children to count how many coins they have all together by beginning with the larger group and then counting on to the smaller group. Have another adult help, if available.*

If time allows:

Invite children to move to a different seat to work with each new neighbor.]

RECAP: Today each of us had some play coins. We worked with a neighbor to find out how many coins we had together. We used counting on when we counted our two groups of coins.

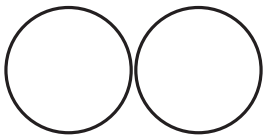
Scaffolding Tips

Extra support ■ Help children determine which group is larger before they begin counting on to the smaller group of coins. Example: "There are two groups of coins in front of you. Which group is larger? How many coins are in the larger group? Start with this number and count on to the smaller group. ■ Help with counting on, as necessary.

Enrichment ■ After pairs of children have counted their coins together, ask how many coins they would have if they were given one more coin (or two or three more coins).

123 Center Activity

Provide play coins used in today's activity and *circles. Invite pairs of children to place 1–5 coins on their respective circles. Then encourage children to take turns in counting on. Repeat the process with different numbers of coins in each circle.



*Printables provided

Family Child Care

Invite school-age children to practice counting on with younger children. Examples: counting two groups of sticks, counting two groups of dolls.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

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

Review: Concentrate
Starfish

Materials Needed

*1 picture as shown

Small stuffed animal or toy—1 per child

*Printables provided

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

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



Gavin White/flickr/(CC BY-NC-ND 2.0)

ASK: What is a starfish?

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

[*Display picture of a starfish.*]

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

[*Point to the center of the starfish body.*]

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

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

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

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

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

Self-Regulation

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

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

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

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

Scaffolding Tips

Extra support ■ If children have difficulty concentrating on their breathing while lying quietly on the floor, encourage them to think how their spread-out body is like a starfish and how their body might feel different when they move 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.

Center Activity

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

Family Child Care

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 1

Exploring Habitats

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a polar region habitat.

Key Concepts

New: Polar region
Globe
North Pole

Review: Map

Materials Needed

Coat, hat, gloves

Globe

*5 pictures as shown

Also Promotes

Physical/Health

*Printables provided

BEGIN: [*Introduce activity dressed in a coat, hat, and gloves.*]

We are learning about different types of habitats.
We know that a habitat is a place where certain types of animals and plants live.

EXPLAIN: I am dressed in my warmest clothes because today we will talk about another habitat that is very cold.

ASK: Who has an idea about which habitat this might be?

EXPLAIN: This week we will learn about polar regions. A **polar region** is a habitat that is always very cold. Polar regions are covered with snow and ice and are very windy. There also is icy water in polar regions.

We will use a globe to see where the polar regions are located.

[*Display a globe.*]

A **globe** is a round map of the earth. Remember, a map is a picture that shows where things are. A globe shows where different places are located on the earth. Before we find the polar regions on this globe, let's find on the globe where we live.

[*Show children the state or country of their current location on the globe.*]

The polar regions are far away from where we live. The polar regions are located here and here on the globe.

[*Point to North and South Poles.*

Display picture of a polar region habitat.]



ASK: What does this picture tell us about what we might find in a polar region? (ice, snow)

EXPLAIN: Today we are going to learn about the polar region at the top of the earth. The polar region at the top of the earth is called the **North Pole**.

[*Point to the North Pole on the globe.*]

People who live in the North Pole cannot grow many kinds of food because it is so cold.

ASK: How do you think the people in the North Pole might get some of their food?

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science

EXPLAIN: Many people who live in the North Pole hunt for animals to eat. Seals, walruses, and caribou are some of the animals that live in the North Pole.

[*Display pictures of a seal, walrus, and caribou.*]


Ian Duffy/flickr/(CC BY-NC 2.0)


USFWS/Joel Garlich-Miller/flickr/(CC BY-NC-ND 2.0)


peupleloup/flickr/(CC BY-SA 2.0)

People in the North Pole wear very warm clothing all of the time because it is so cold there. Some of the clothing they wear to go outside is made from animal skins. The skins usually come from animals that live in the North Pole. The animal skins keep people warm.

[*Display and describe picture of people who live in the North Pole wearing clothing made of animal skins.*]


Ansgar Walk/Wikimedia/(CC BY-SA 3.0)

ASK:
- What do you notice about the clothing made from animal skins? (furry, long sleeves)
- What do you think we could do to have fun if we lived in the North Pole?

EXPLAIN: Children who live in the North Pole play games just like we do. One game some children like to play is called the *Back Push*. This game is played by two people who sit on the floor with their backs against each other. Then they try to push each other back. This game helps to keep their bodies strong.

Let me show you how to play the game.

[*With another adult, sit on the floor with your backs against each other. Put your hands and feet on the floor. Gently push against each other, trying to make the other move.*]

Let's try this game with a partner!

ACT: [*Invite children to find a partner and play the game. Observe and encourage children to use their hands and feet to help push the other person back.*]

RECAP: Today we learned about another habitat called the polar regions. The North Pole is the polar region at the top of the earth. It is very cold in the North Pole. People in the North Pole cannot grow many types of food because it is so cold all of the time. We also played a game that some children who live in the North Pole like to play.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 1

Exploring Habitats *continued*

Science

Scaffolding Tips

Extra support ■ If children do not want to play the game with a partner, encourage them to try it with an adult.

Enrichment ■ Ask children to name some things they do for fun outside that children in the North Pole could not do outside. (swim, ride a bike) ■ You may wish to share with children that the North Pole is also called the Arctic.

Center Activity

Fill the sensory table or a tub with cotton balls to represent snow and ice in the North Pole. Provide toy animals that would live in the North Pole for children to play with.

Family Child Care

If possible, visit a local library to look for books about polar regions. Invite children to tell you about what they find. Encourage school-age children to read the books to younger children in your setting.

The *Back Push* game is described in the following source: Ottawa Inuit Children's Centre. (n.d.). Inuit sports and games [Web log post]. Retrieved from http://icor.ottawainuitchildrens.com/node/39

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

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 D, L, N, and G.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (D, L, N, G)—1 per child

*Letter D card

*Letter L card

*Letter N card

*Letter G 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 D, L, N, and G.

[*Display letter cards D, L, N, and G. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase D, and this is a lowercase d." 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.

D d	L l
N n	G g

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.

D d

[*Hold up letter D card.*]

Let's find this letter on our letter mat.

[*Lead children in looking for, pointing to, and saying letter D on their letter mat. Explain how you found the letter D. Example: "This letter has a straight line down and then a curved line. It looks just like the uppercase letter on our letter card."*]

L l

The letter D says /d/. Let's together say the letter sound: /d/.

N n

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.*]

G g

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 2

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we learned more about letters D, L, N, and G. 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 a tall straight line and a line across the bottom. Can you find a letter with a tall straight line and a line across the bottom like this one?"

Enrichment ■ Ask children to describe how they know the letter they point to on their mat is the same letter as the uppercase letter on the letter card. Example: "This letter has a straight line up, a straight line down, and another straight line up, just like the uppercase letter on the letter card."

Center Activity

Provide two sets of *small letter cards D, L, N, and G. Invite children to mix up cards and place them face down. Encourage children to play a memory game by taking turns to turn over two cards to see if they are a match.

*Printables provided

Family Child Care

Hang *letter cards D, L, N, and G in random order on a wall. Dim or turn off lights and ask children to use a flashlight to find a letter you say. Example: "Lee, can you use the flashlight to find the letter N on our wall?"

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will practice adding two groups of counters (spots) by counting on with a peer.

Key Concepts

Review: Add
Count on

Materials Needed

Counters—12 per pair of children

*Ladybug picture—1 per pair of children

Dice—1 die per pair of children

*Number list (see Extra Support tip)

*Printables provided

Optional Reading

Ten Little Ladybugs by Melanie Gerth

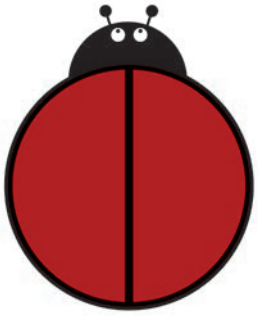
BEGIN: Yesterday we practiced counting two groups of coins together to see how many coins there were all together. Today we will put spots on two parts of a ladybug picture. Then we will count our two groups of spots.

EXPLAIN: Each of us will work with a partner.

[*Arrange children in pairs.*]

Each pair will work with a ladybug picture.

[*Display ladybug picture. Point to line and sides as you describe them.*]



The ladybug has a line down the middle of its back. The line gives the ladybug two sides.

Most ladybugs have spots, so we will add spots to our ladybugs. We are going to use a die to determine how many spots to put on our ladybugs. We will use circles (counters) as the spots.

The first person will roll the die to see how many spots to put on his or her side of the ladybug. Then the first person will put spots on his or her side of the ladybug. Then the second person will roll the die and put circles on his or her side of the ladybug. Remember, the die will tell how many spots to put on our side of the ladybug.

After each of you put spots on your side of the ladybug, please count the number of spots you have all together. We can use counting on when we count. I will remind you how to do it.

ACT: [*Roll the die and put the corresponding number of spots on one side of the ladybug. Invite a volunteer child to roll the die a second time. Invite the child to put the corresponding number of spots on his/her side of the ladybug. Ask children which side has the most spots (circles). Ask the volunteer child how many spots are on the side with the larger number of spots. Begin with the side with the largest number, and count on to the other side. Example: "There are three spots on the side with the larger number of spots. So let's start with 3: 3, 4, 5."*]

ASK: How many spots do we have all together?

EXPLAIN: We added the spots on one side of the ladybug to the spots on the other side of the ladybug.

ACT: [*Observe pairs of children as they roll the die and add spots to their ladybugs. Encourage pairs to figure out which side has the larger number of spots and to use counting on. Encourage the pairs of children to count out loud together. Continue as long as time allows.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32
DAY 2

Counting Things *continued*

123 Mathematics

RECAP: Today we practiced adding together two groups of spots on a ladybug picture. We used counting on to add together the two groups of spots.

Scaffolding Tips

Extra support ■ Use a *number list to help children count on. Point to the number on the number list that corresponds to the number of items in the first group. Then point to each number on the number list as you count on to add the second group of items. ■ Make sure each counter is placed directly on the ladybug picture—not stacked on another counter.

Enrichment ■ Children may be ready to learn that another word for adding is addition. ■ Invite children to add three groups of items. Place a small group of counters outside the ladybug. Ask children to add the third group by counting on from the total of the two groups inside the ladybug. Example: After adding both groups of counters inside the ladybug, the total is eight counters all together. Start at number eight and count on to add the group of counters outside the ladybug.

123 Center Activity

Provide *ladybug pictures, counters, and dice used during today's activity. Encourage children to continue practicing addition.

*Printables provided

Family Child Care

Use a hoop with a string through the middle to practice addition outdoors. Encourage children to find two groups of items and practice addition as they count on. Example: four rocks and three leaves.

The ladybug activity is informed by the following source: Ricca, N. (2013, April 17). Fun with addition! {Freebies}: Ladybug addition. [Web log post]. Retrieved from http://mrsriccaskindergarten.blogspot.com/2013/04/fun-with-addition-freebies.html

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 2

Being Responsible

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Personal responsibility

Children will understand the concept of a goal.

Key Concepts

New: Goal

Review: Practice
Frustrated

Materials Needed

*4 pictures as shown

*Our Feelings poster (see Extra Support tip)

*Printables provided

BEGIN: Have you ever wanted to do something and worked really hard to do it? Tell us about it.

EXPLAIN: Today we are going to talk about goals. A **goal** is something we want to do. Many times we need to work hard to be able to do something.

[*Discuss some of the specific things children described at the beginning of the activity. Explain that these are goals.*]

We can have different types of goals. Maybe one of our goals is to remember to wash our hands after we sneeze. Or maybe one of our goals is to learn how to dance or play some type of sports game.

Let's look at some pictures of children working hard on their goals.

[*Display, one at a time, pictures of children engaged in goals.*]



- The girl in this picture is learning how to write her name. Her goal is to write each letter of her name so that another person can read her name.



- The boy in this picture is learning how to walk across a balance beam. His goal is to stay balanced as he walks from one end of the balance beam to the other.



Dan Morgan/flickr.com/(CC BY 2.0)

- The boy in this picture is holding a bat. He is near a tee with a ball on top of it. What goal do you think he is working on? (hit a ball)
- The girl in this picture is wiggling her foot into a shoe. What goal do you think she is working on? (put on her shoes by herself)

Some goals may be easier than other goals. It may be easier for us to remember to always wash our hands after we sneeze than to learn to walk across a balance beam.



ASK: Are there some things that are harder for you to learn to do than other things? Tell us about them.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 2

Being Responsible *continued*

Social-Emotional

EXPLAIN: Sometimes we feel frustrated when our goal is hard to do. Remember, we can feel frustrated when we can't do something that we try really hard to do. We might feel frustrated when we swing a bat to hit a ball, but miss the ball.

A few weeks ago we talked about things we can do when we feel frustrated.

ASK: What are some things we can do if we get frustrated when working on a goal? (try something easier, take a break and try again later)

RECAP: Today we learned that a goal is something we work very hard to be able to do. It helps to practice and get someone else to help us when we work on a goal.

Scaffolding Tips

Extra support ■ In the discussion of feeling frustrated when working on a goal, children may benefit from your pointing to and discussing the picture of a child who appears frustrated on the *Our Feelings poster.

Enrichment ■ Ask children to think of how they can help others work on their goals. Example: "Emily wants to remember to always wipe her shoes on the mat when she comes in from recess. How can we help Emily with her goal?" (remind her)

Center Activity

Provide a variety of manipulatives. Encourage each child to set a goal she/he can work on using the manipulatives. Examples: building a tower with 10 blocks, completing a puzzle. Invite children to work on their goal.

Family Child Care

Encourage children to think of a goal that someone in their family can help them work on. Invite children to tell their family member about their goal at pickup time.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 2

Exploring Habitats

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a polar bear.

Key Concepts

New: Polar bear

Review: Polar region
North Pole
Characteristic

Materials Needed

Globe

*2 pictures as shown (1 shown in Extra Support tip)

Black paper—1 per child

Drawing tools

*Printables provided

Optional Reading

Polar Bears by Gail Gibbons

National Geographic Readers: Polar Bears by Laura Marsh

BEGIN: This week we are learning about the polar regions habitat. Yesterday we learned about a polar region called the North Pole.

ASK: What do you remember about the North Pole? (very cold, windy, lots of snow and ice)

ACT: Let's find the North Pole on our globe.

EXPLAIN: Today we will learn about an animal that lives in the North Pole. Let's see if we can guess the animal we will learn about today. I will give you some hints.

This animal is very large and white. It has lots of fur to keep it warm.

ASK: Can you guess what animal it is?

EXPLAIN: It is a polar bear! A **polar bear** is a big white animal that lives in the North Pole. Big and white are some of the characteristics of a polar bear. Remember, a characteristic is something special about a living thing or a thing that is not living.

ASK: Have you ever seen a polar bear at a zoo or on T.V.? Tell us about it.

EXPLAIN: Let's look at a picture of a polar bear.

[*Display picture of a polar bear.*]



Nathan Rupert/flickr/(CC BY-NC-ND 2.0)

A polar bear's white fur helps it blend in with the snow. Blending in with the snow helps the polar bear go hunting for food. The animal a polar bear is hunting may not see the polar bear because it looks like the snow.

The white fur also keeps baby polar bears safe. Other animals that may want to eat the baby polar bears may not see the polar bears because they blend in with the snow.

Today we are going to draw a picture of a polar bear. We will use black paper to draw our polar bear.

ASK:

- What color crayon should we use to draw our polar bear? (white)
- Why do you think we will use black paper to draw our polar bear? (so we can see our white crayon)

ACT: [*Give each child a piece of black paper and drawing tools. Invite children to draw a polar bear. Provide children with the picture of a polar bear to use as a reference. Children are not expected to draw a polar bear that*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science

looks like the picture. Hang children's drawings in the room.]

RECAP: Today we learned that polar bears live in the cold North Pole. What is one thing that keeps a polar bear warm? (fur) We also drew a picture of a polar bear.

[*If time permits, teach the adjacent song.*]

I Am a Polar Bear

(*Sing to the tune of "Farmer in the Dell"*)

I am a polar bear,
I am a polar bear.
I have white fur
And I say "Grrr!"
I am a polar bear.

I live in the snow,
I live in the snow.
It's very cold
In the North Pole.
I live in the snow.

Scaffolding Tips

Extra support ■ Display and describe a picture of baby polar bears when discussing how the white fur helps a polar bear blend in with the snow. ■ Some children may recall the polar bear featured in Bill Martin Jr. and Eric Carle's book "Polar Bear, Polar Bear, What Do You Hear?"

Enrichment ■ Ask children why we can't use white paper to draw a polar bear. (the white crayon would blend in with the white paper)



USFWS/flickr/(CC BY 2.0)

Center Activity

Provide books about polar bears for children to look at and enjoy. Examples: *Polar Bears* by Gail Gibbons, *National Geographic Readers: Polar Bears* by Laura Marsh. You may also wish to create a pretend habitat for polar bears and encourage children to pretend they are polar bears in the North Pole.

Family Child Care

Provide a polar bear stuffed animal or toy polar bear and additional stuffed animals and/or toy animals. Hang a white sheet or large piece of white paper on a wall and encourage children to play and pretend the animals are hunting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

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 G.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter G 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.

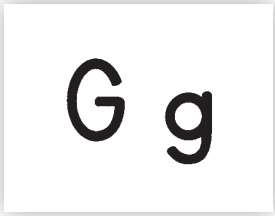
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

I have empathy for the sad girl.]

We want to find the lowercase letter g in our sentence.

[*Display letter G card. Point to the lowercase g on the card.*

Encourage a volunteer child to look for and point to the lowercase letter g in the sentence as you display the letter G card.]



What sound does the letter G make?

Yes! Letter G says /g/. Let's together say the sound of the letter G: /g/.

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:*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Large Group

☑ **Skill and Goal**

Number knowledge

Children will add two groups of counters by counting on.

Key Concepts

Review: Count on

Materials Needed

*Large dot cards 1–5

Die

11 counters

*Number list (see Extra Support tip)

*Printables provided

BEGIN: [*Arrange children in a large circle on the floor. Invite children to hold up four fingers on one hand and three fingers on the other hand.*]

We are holding up four fingers on one hand and three fingers on our other hand. Let's add the two groups of fingers by counting on.

We will begin with our group of four fingers. Our group of four fingers is larger than our group of three fingers. We know that we begin counting on with our largest group.

We will begin with the number four and then count on to our other group of fingers.

[*Hold your hand with four fingers higher than your hand with three fingers. As you count on, move each finger on the second hand as you say each number. Continue to hold up four fingers on your first hand.*]

Please count with me. 4… 5, 6, 7. We are holding up seven fingers all together.

EXPLAIN: Today we will practice counting on by playing a game with dot cards and a die. I will show you how to play.

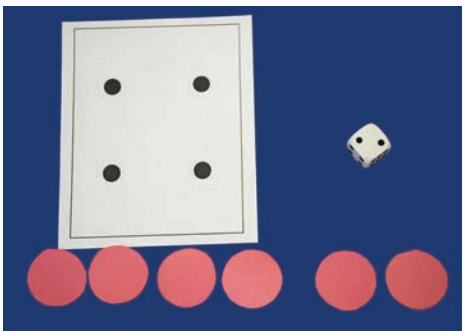
[*Display and describe several dot cards as a reminder. Shuffle the five dot cards and place them face down in a pile in front of you where all children can see them.*]

We will begin by choosing a dot card from the pile.

ACT: [*Choose a dot card from the top of the pile. Display dots to children.*]

How many dots are on this card?

I chose a card with ___ dots. I now need to count out the same number of circles (counters) and put the circles below the dot card. Please count aloud with me as I put circles below the dot card.



[*Lead children in counting __ counters as you place one counter at a time below the dot card. Do not stack the counters.*]

Now I will roll the die to find out how many circles we will place next to the first group of circles.

[*Roll the die and lead children in counting aloud the number of spots rolled.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

I rolled a ___. Let's count out the same number of circles and place them next to the first group of circles. Please count aloud with me as I place them next to the first group.

[*Lead children in counting __ counters together as you place them one at a time next to the first group of counters.*]

We will add the two groups of circles by counting on. Remember, when we count on we begin with the number of items in the largest group, and then count the number of items in the other group. Let's begin by saying the number of circles in the largest group.

How many circles are in the largest group?

Let's begin with that number.

[*Demonstrate counting on by first saying the number of counters below the dot card, and then counting, one at a time, each counter lying next to the first group as you point to each one. Example: "We have five counters below the dot card. Let's begin with five and count on. 5, 6, 7…."*]

How many circles do we have all together?

Let's try it again.

[*Call on two volunteer children to help demonstrate counting on. Invite one child to pick a card place the corresponding number of counters below the card while counting aloud. Restate the final number. Then invite the second child to roll the die and count out the number of counters to place next to the first group. Finally add the counters by counting on from the group with the largest number of counters. Encourage all children to add by counting on together. Continue with different volunteer children as time permits.*]

RECAP: Today we practiced counting with two groups of circles. Let's practice counting on with our fingers again.

[*Invite children to hold up five fingers on one hand and four fingers on the other hand.*]

We are holding up five fingers on one hand, and four fingers on the other hand. Let's add the two groups of fingers by counting on. Let's begin with our first group of five fingers.

[*Hold your hand with five fingers higher than your hand with four fingers. As you count on, move each finger on the second hand as you say each number.*]

Let's start with five and count on to add our second group of fingers. Please count with me. 5… 6, 7, 8, 9. We have nine fingers all together.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ Use another dot card instead of a die for determining the number of counters in the second group if you anticipate the use of both dot card and die may be too confusing. ■ Use a *number list to help children count on. Point to the number on the number list that corresponds to the number of dots on the dot card. Then point to each number on the number list as you count on to add the second group.

Enrichment ■ Use the large numeral cards rather than the dot cards. Cover the dots at the bottom of the card and invite children to determine the number of items based on the numeral pictured on the card.

123 Center Activity

Create counting sticks with craft sticks. On each stick, write a numeral from 1–5 and the corresponding number of dots. Place the sticks in a basket. Invite pairs of children to each choose a stick and then add the two amounts together by counting on.

Family Child Care

Practice counting on by adding boys and girls. First begin with the group of boys and then count on to add the girls. Then begin with the group of girls and count on to add the group of boys.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 3

Being Responsible

Social-Emotional

3–5 YEARS

Large Group

☑ Skill and Goal

Personal responsibility

Children will understand some ways to reach their goals.

Key Concepts

Review: Goal
Concentrate

Materials Needed

*4 pictures as shown (from Day 2)

*Printables provided

BEGIN: Yesterday we learned that a goal is something we want to do.

EXPLAIN: Sometimes we are able to reach our goals quickly and sometimes it takes us longer to reach our goals. We say we have reached our goal when we can do what we want to do.

[*Display picture of girl writing on chalkboard.*]



The girl in our picture reached her goal when she wrote her name so someone else was able to read it.

[*Display picture of boy walking on balance beam.*]



The boy on the balance beam reached his goal when he walked all the way across the beam without falling off.

[*Display pictures of boy with bat and girl with shoe.*]



Dan Morgan/flickr.com/(CC BY 2.0)

ASK:

- What does the boy with the bat and the ball on top of the tee need to do to reach his goal? (hit the ball)
- What does the girl wiggling her foot into the shoe need to do to reach her goal? (put on her shoes all by herself)

EXPLAIN: We know that usually we need to practice in order to reach a goal. Practice helps us concentrate on what we are learning to do. Remember, when we concentrate on something, we pay close attention to it. The girl who learned to write her first name paid close attention to how each of the letters in her name is written.



Sometimes another person can help us reach a goal. If our goal was to be able to catch a ball with a mitt, we might practice with a friend or our parent to help us reach our goal.

ASK: Has someone ever helped you practice to reach a goal? Tell us about it.

EXPLAIN: Sometimes we need to change our goal when something is really hard to do or learn. The girl learning to write her name could decide to

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Responsible *continued*

Social-Emotional

write the first part of her name. The boy on the balance beam could decide to walk halfway across the beam without falling off.

ASK: Let's imagine the boy on the balance beam learns how to walk halfway across the beam without falling off. What should he do next? (set a new goal, walk all the way across the beam)

EXPLAIN: When we reach a goal, we can set a new goal for ourselves. The girl who learned to write her first name might set a new goal of writing her last name, too.

ASK: Let's think about the boy with the bat. What new goal could he set for himself if he reaches his goal of hitting the ball off the tee? (hit the ball when someone pitches it to him)

RECAP: Today we talked about ways we can reach a goal. We say we have reached our goal when we are able to do what we want to do. Some goals are harder to reach than other goals. We can reach a goal by practicing and by asking someone to help us. Sometimes it helps to change our goal so we do part of what we want to do. When we reach our goal, we can set a new goal.

Scaffolding Tips

Extra support ■ If children seem uncertain about the concept of a goal, describe someone in your room meeting a goal. Example: "Samantha has been learning to zip up her coat. Last week I saw her zip up her coat without anyone helping her. Samantha met her goal of zipping up her coat by herself!" ■ Follow up the example of someone meeting a goal by asking children to tell about something they have learned to do. Emphasize this is a goal.

Enrichment ■ Invite children to draw a picture of themselves working on their goal.

Center Activity

Invite children to work on reaching goals during center time, if appropriate. Example: If a child sets a goal of drawing a picture of his/her family, invite the child to practice by drawing during center time.

Family Child Care

Invite children to set a small goal that can be reached outdoors. Example: "What goal can you set as we play outdoors today?" Encourage children to try to practice or reach their goal during outdoor playtime. Examples: play with a friend in the sandbox, slide down the slide without help.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 3

Exploring Habitats

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand how animals and scientists keep warm in the South Pole.

Key Concepts

New: South Pole

Review: North Pole

Materials Needed

Globe

*4 pictures as shown

Clothing items for cold and hot weather (see Be Prepared)

*Printables provided

Be Prepared: Gather clothing items for both cold and hot weather. Examples: wool hat, gloves, flip flops, shorts, coat, tank top, boots, swimsuit.

BEGIN: We are learning about a habitat called the polar regions. We have learned how people and polar bears stay warm in the cold North Pole. Remember, the North Pole is the polar region at the top of the earth.

EXPLAIN: Today we will learn about the polar region at the bottom of the earth. It is called the **South Pole**. Let's find the South Pole on our globe.

[*Point to this area on a globe.*]

Very few people or animals live in the South Pole. The South Pole is the coldest and windiest place on the earth. Some scientists live in the South Pole. Scientists study things in the South Pole like the types of animals that live there. Some of the animals that live in the South Pole are penguins, whales, and seals.

[*Display pictures of an emperor penguin, blue whale, and leopard seal. Name each animal as you display its picture.*]



Hannes Grobe/wikimedia/(CC BY 3.0)



Gregory "Slobirdr" Smith/flickr/(CC BY-SA 2.0)



Serge Ouachée/wikimedia/(CC BY-SA 3.0)

ASK: Have you ever seen one of these animals at a zoo or on TV? Tell us about it.

EXPLAIN: Animals and people who live in the South Pole need to keep warm in the cold windy air.

ASK: How do you think these animals keep warm in the coldest place on the earth?

EXPLAIN: Some animals that live in the South Pole have fur, just like polar bears, to keep them warm. Animals that live in the South Pole also have extra fat on their bodies that helps keep them warm.

ASK:

- How do you think scientists in the South Pole keep warm when they are outside? (warm clothing)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

[*Display picture of scientists working in the South Pole.*]

- What kinds of warm clothing are these scientists wearing?



Collection of Dr. Pablo Clemente-Colon, Chief Scientist National Ice Center/flickr/(CC BY 2.0)

EXPLAIN: Scientists who work in the South Pole wear coats, snow pants, gloves, hats, and other special clothing that helps keep them warm. The clothing covers most parts of their bodies.

ASK: Is this clothing different from what we wear when we go outside in the cold?

[*Encourage children to compare what they wear with what scientists in the South Pole wear to stay warm.*]

EXPLAIN: Living in the South Pole can be very difficult for scientists because it is so cold and windy. Scientists who work in the South Pole do not stay there for a long time. Some scientists live and work in the same building for several months without going outside because the weather is so cold!

Let's imagine we are scientists who are moving to the South Pole to work for a while. We need to take warm clothing to keep warm.

ASK: What types of clothes should we take to stay warm?

ACT: [*Hold up items of clothing one at a time and ask children if each item would keep a scientist warm when working in the South Pole. Ask children to explain why or why not each item of clothing would keep a scientist warm.*]

RECAP: Today we learned about how animals and people stay warm in the South Pole. What do scientists do to stay warm in the South Pole? (work and live in same building without going outside, wear warm clothes) Would you like to be a scientist in the South Pole? Why?

Scaffolding Tips

Extra support ■ Children may need a reminder of what a scientist does (Week 3, Day 1): A scientist tries to understand things by asking a question and then answering the question by describing what was observed. ■ Ask children if they have ever been in a really cold place and, if so, to describe what it was like.

Enrichment ■ Ask children what types of things scientists might study about penguins, whales, or seals in the South Pole. (the things they eat, their life cycles, how they keep warm) ■ You may wish to share with children that the South Pole is also called Antarctica.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 3

Exploring Habitats *continued*

Science

Center Activity

Supply warm clothing and *pictures of animals from the South Pole. Encourage children to pretend they are scientists in the South Pole.

*Printables provided

Family Child Care

Invite children to pretend that they live in a polar region. Supply warm clothing items they can wear. If possible, secure The *March of the Penguins* for children to watch. It is a documentary about the life of emperor penguins.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

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 D, L, N, and G.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (D, L, N, G)—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 D, L, N, and G 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.

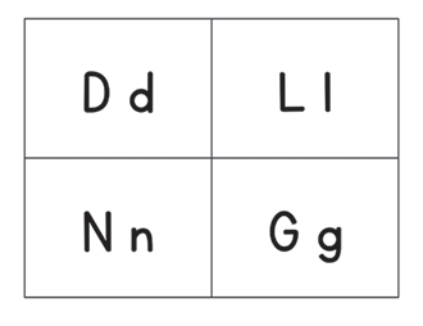
What is a letter? (a special mark used to make words)

EXPLAIN: [*Display letter manipulatives.*]

Each of us will use uppercase letters D, L, N, and G 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 D on the letter mat.*]

This is the letter D. Let's together say its name.

The letter D makes the sound /d/, like at the beginning of the word "dance." Let's together say the sound of letter D: /d/.

Now we want to find the letter D in our cup.

[*Help children find the letter D manipulative, if necessary.*]

Now let's place the letter D on our letter mat.

[*Place the letter D manipulative on top of the letter D on the letter mat.*]

Let's try another letter!

[*Point to letter L on the letter mat. Say its name and ask children to together repeat its name. Next say its sound, and then a word that begins with the same sound, and then ask children to together repeat its sound. Finally encourage children to find the letter L manipulative and place it on*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

the letter L 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 D, L, N, and G. 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 L. It has a straight line down, a straight line across."

Enrichment ■ If children are familiar with letter names and sounds, invite them to lead the group in saying each letter name and sound. ■ After the letter manipulative is placed on the mat, invite children to say a word that begins with the letter. ■ Encourage children to find a letter when the only clue you provide is the sound. Example: "The letter I am looking for makes the /g/ sound like in the word 'goat.'"

Center Activity

Play a letter toss game. Tape *small letter cards D, L, N, and G in random order on the floor. Provide a beanbag for children to gently toss to a letter card.

*Printables provided

Family Child Care

Review letters using *picture cards and letter manipulatives. Provide picture cards that correspond to each letter on the letter mat. Example: Letter "N" picture cards include nail, necklace, nest, and nose. Mix up picture cards and invite a child to choose a picture card. Encourage the child to say the name of the picture card. Then say "A ___ begins with the sound /__/." Invite the child to then find the letter manipulative that makes the same sound.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will subtract items from a group.

Key Concepts

New: Subtract

Materials Needed

Ladybug picture (Day 2)

Counters—6 per child

*Whale picture—1 per child

*Spinner

*Printables provided

Optional Reading

Taking Away with Tigers by Tracey Steffora

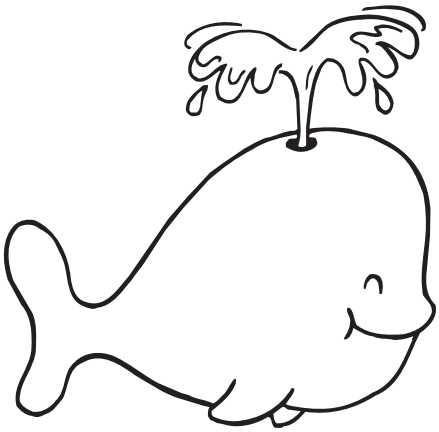
BEGIN: [*Display ladybug picture.*]

On Day 2 we added spots to a picture of a ladybug. Today we are going to add spots to a picture of a whale. We also will take away some spots we put on our whale picture.

[*Display picture of whale.*]

ASK: What happens to a group when we take away items? (it gets smaller)

ACT: [*Give each child a whale picture and four counters.*]



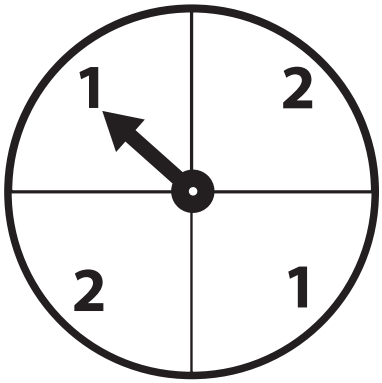
We will pretend our circles (counters) are spots.

Please put four spots on your whale. Please count each spot you put on your whale picture to be sure your picture has four spots.

[*Pause while children place four counters on their whale.*]

We will use a spinner to tell us how many spots to subtract from our whale. **Subtract** means to take away something from a group of things. We are going to take away spots from our whale picture.

[*Display spinner. Show how it works, if appropriate.*]



I will spin the spinner, and we will subtract the number of circles the spinner lands on. I will show you how to do it.

[*Spin the spinner. Point to and say the number it lands on. Count out and take away the corresponding number of spots from the whale.*]

I subtracted ___ spots from my whale picture. Now I want to find out how many spots I have left on my whale.

How could we find out how many spots are left on the whale? (count them)

Let's count the spots together.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Lead children in counting the number of spots left on the whale while pointing to the spots as you count each.*]

Let's all of us take away spots on our whale picture. Each of us has four spots on our whale. I will spin the spinner, and we will subtract the number of spots that the spinner lands on.

[*Repeat the activity beginning with six spots on each whale. Invite a volunteer child to spin the spinner and say what number the spinner lands on. As appropriate, help children subtract the corresponding number of spots from their whale and then count to find out how many are left.*]

RECAP: Today we used whale pictures to practice subtracting. What happens when we subtract? (take away)

Scaffolding Tips

Extra support ■ Encourage children to touch each spot as they count how many spots are left.

Enrichment ■ Ask children to look at the spinner and tell how many <u>different</u> numbers are on the spinner. ■ After children have subtracted the correct number of spots, ask how many they would have left if they subtracted one more spot.

123 Center Activity

Play subtraction bowling. Arrange 10 cups in a group. Invite children to roll a golf ball and knock down as many cups as they can. How many cups fell over? How many cups are left?

Family Child Care

Practice subtraction during lunch and snack time by using small groups of food items, such as crackers or carrots. Begin by asking children how many items they have, and then give them an amount to subtract (eat). How many do they have left?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 4

Exploring Time

Social Studies

Be Prepared: Take pictures of 2–5 different activities done during the day (examples: center activities, outdoor time, snack time). These pictures will be used in the Day 5 activity.

3–5 YEARS

Large Group

Skill and Goal

Concepts of time

Children will understand that different activities require different amounts of time.

Key Concepts

New: Stopwatch

Materials Needed

Stopwatch

Chart paper

Writing tool

Also Promotes

Mathematics

Self-Regulation

Physical/Health

BEGIN: We do many different things in our classroom every day. What are some of the things we do? (eat snack and lunch, take a nap, play outside, center time, group time, etc.)

EXPLAIN: Each of the things we do takes a certain amount of time. Some things take a short amount of time. Some things take a longer amount of time. Our snack takes a short amount of time. Our outdoor time takes a longer amount of time.

[*Encourage children to compare activities in your classroom that take a short amount of time versus a longer amount of time to do. Examples: handwashing time versus lunchtime, snack time versus center time. Point out that some things take more time than others.*]



Today we will find out how long it takes to do some things by using a stopwatch. A **stopwatch** is a special kind of watch that can tell us how long it takes to do something.

[*Demonstrate how the stopwatch works, including how to make it start and stop. Show children the numbers on the stopwatch.*]

We are going to see how long it takes for us to jump 10 times. I will start the stopwatch when we begin jumping, and I will stop the stopwatch when we stop jumping. The numbers on the stopwatch will tell us how long it takes to jump 10 times.

ACT: [*Invite children to jump when you say "go." Start and stop the stopwatch as children begin and finish 10 jumps.*

Write the amount of time on a chart paper. The exact amount of time is not important for children to remember. The intent is to help children become familiar with differences in the amount of time various activities take.]

Now, let's see how long it takes to jump 20 times! Twenty jumps is more than 10 jumps. I will start the stopwatch when we begin jumping, and I will stop the stopwatch when we stop jumping.

[*Invite children to jump when you say "go." Start and stop the stopwatch as children begin and finish 20 jumps.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Time *continued*

Social Studies

Write the amount of time on a chart. Compare the amount of time it takes for 10 and 20 jumps.]

Do you think it will take a longer amount of time for one of us to walk to our classroom door or to walk across the room? Let's try it and find out.

[*Start and stop the stopwatch as a volunteer child begins and finishes walking to the door. Use the stopwatch again as a different volunteer child begins and ends a walk across the room. Write the amount of time for each on a chart. Compare the amount of time it took to do each.*]

RECAP: Some things in our day take a longer amount of time than other things. What is something you do at home that might take a long time? (bath time, nap time, etc.) What is something you do at home that might take a short amount of time? (washing hands, brushing teeth, etc.)

Scaffolding Tips

Extra support ■ Point to and name some activities on your posted daily schedule or specific centers in your classroom if children need assistance in thinking of some things they do in the classroom.

Enrichment ■ Encourage children to look at the stopwatch numbers for the length of different activities. Which number is larger? ■ You may wish to use a digital stopwatch. Call attention to how the numbers get bigger when using a digital stopwatch.

Center Activity

Supply a stopwatch. Demonstrate how to start and stop the stopwatch. Invite children to use the stopwatch to find out how long it takes to do things of their choice. They may wish to jump different numbers of times, or compare times for walking to different parts of the classroom.

Family Child Care

Use the stopwatch throughout the day to see how long it takes to do different activities. Encourage children to look at the stopwatch after each activity and discuss whether the activity took a long amount of time, or a short amount of time.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 4

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will practice and compare kicking and underarm throwing to move a ball away from their bodies.

Key Concepts

Review: Throw
Kick

Materials Needed

2 lengths of rope (see Be Prepared)

6 large, soft balls (punch balls)

Also Promotes

Self-Regulation

Be Prepared: This plan describes an outdoor activity. The rope should be of sufficient length to accommodate three children standing in front of it for throwing and kicking purposes. Place ropes (start and goal lines) enough distance apart to provide achievable challenge for kicking and throwing a ball. If the activity is done indoors, use a foam ball or other type of ball that does not travel far. The activity plan calls for three children to practice at a time. Adjust this arrangement as necessary. Identify an auditory signal to use for letting children know it is okay to retrieve their two balls after kicking and throwing. Secure the assistance of another adult.

BEGIN: [*Display ball.*]

We are learning how to move a ball away from us. Last week we practiced kicking a ball. Kicking is one way to move a ball away from us. What is another way we can move a ball away from us? (throwing)

ASK:

- What part of our body do we use to throw a ball? (arm, hand)
- What part of our body do we use to kick a ball (foot, leg)

EXPLAIN: Today we will practice kicking and then throwing a ball. Let's remember how we kick and how we throw a ball.

ACT: [*Place ball on the ground/floor in front of you. Demonstrate actions as you describe each step.*]

- What do we do to get ready to kick a ball? (look at the ball)
- What do we do next? (decide what foot to use for kicking)
- What do we do with our other foot? (put non-kicking foot next to the ball)
- What part of our foot do we use to kick the ball? (inside)

Let's spread ourselves out so there's a safe space between us. Then let's practice kicking an imaginary (pretend) ball.

Now let's remember how we use an underarm throw to move a ball away from us. We know that we move one of our arms backward and then forward when we do an underarm throw.

[*Demonstrate actions as you describe each step.*]

- What do we do first? (stand tall with both feet on the floor pointing in the direction we want to throw, and look where we want to throw)
- What do we do next? (hold the ball in our throwing hand with our throwing arm at the side of our body)
- What do we do with our throwing arm? (move it backward and put the opposite leg in front of our body)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Moving Our Bodies *continued*

- What is the last thing we do? (move throwing arm forward and let go of the ball when it reaches the level of our chest)

Let's practice throwing an imaginary (pretend) ball.

EXPLAIN: Now we are ready to play a game called *Move Down the Field*. Three of us will play at one time. We will stand in front of a rope and then move our ball down the field.

Each of us will get two balls. First we will kick one ball. We will kick from a standing position. We will kick the ball once. Then we will throw our other ball. We will throw the ball once.

We want to find out if our ball moves farther down the field by kicking or by throwing. It is okay if our ball does not get to the goal line. We are practicing. We are not competing.

I will (describe auditory signal) after all of us have a chance to kick and throw. The (signal) means it is safe for each of us to pick up our balls and stand behind the other rope. Then we will practice kicking and throwing again. We will use one ball for kicking and the other ball for throwing.

Please watch me (or other adult) play our game.

[*Describe and demonstrate kicking one ball and throwing the other ball. Use and describe the meaning of your signal. Then retrieve both balls, stand behind the opposite rope, and repeat the actions. Emphasize the importance of waiting for the signal before walking beyond the start line to retrieve balls. Remind children that the game is practice; there are no winners or losers.*]

ACT: [*Select three children to participate first. Designate a space for other children to wait and watch. Manage the flow of three children participating at a time. Provide verbal support as appropriate. Gather children in a group at the conclusion of the practice.*]

RECAP: Today we practiced two different ways to move a ball away from us.

- Did your ball go farther down our field by throwing or by kicking?
- Why do you think this happened?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32
DAY 4

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support: ■ Emphasize that we kick and throw a ball only once in each round. It is okay if a ball does not reach the goal line. ■ Omit the second round of kicking and throwing if time is limited. In this arrangement, children pick up their two balls after all children have kicked and thrown. They do not go to the other line for a second set of practice. ■ Some children may benefit from an adult's gentle verbal coaching about the steps to follow for kicking and/or throwing.

Enrichment: ■ If children are skilled at kicking from a stationary position, encourage them to try taking one step forward and then kicking the ball during their second round of moving the ball. Does the ball move farther? ■ Invite a child who is skilled at kicking and throwing to demonstrate each step in the demonstration segment of the activity.

Center Activity

Provide continued practice with kicking and throwing outside if adult supervision is available. Designate a place for this practice. Use a variety of balls for children to compare.

Family Child Care

Provide beanbags to younger children who are interested in tossing an item in a safe setting that you designate.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

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 D.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter D card

Chart paper

Marker

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

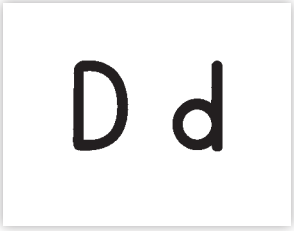
*Printables provided

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 sound the letters make.

ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

Our class voted for a white dog.]

We want to find a lowercase letter d in our sentence.



[*Display letter card D. Point to the lowercase d on the card.*

Encourage a volunteer child to look for and point to each instance of the lowercase letter d in the sentence as you display the D letter card.]

What sound does the letter D make?

Yes! Letter D says /d/. Let's together say the sound of the letter D: /d/.

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:*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

- *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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will practice adding and subtracting.

Key Concepts

Review: Add
Subtract
Count

Materials Needed

Mouse Count by Ellen Stoll Walsh

Transparent nonbreakable jar (see Be Prepared)

10 counters (see Be Prepared)

Also Promotes

Language/Literacy

*Printables provided

Be Prepared: Secure a large nonbreakable cup or jar that is fully transparent, so children can see the items placed in the jar. The 10 counters are pretend mice in the following activity. You may wish to use a different material to represent the 10 mice. It's important for the size of each to be similar.

BEGIN: [*Hold up two fingers on one hand.*]

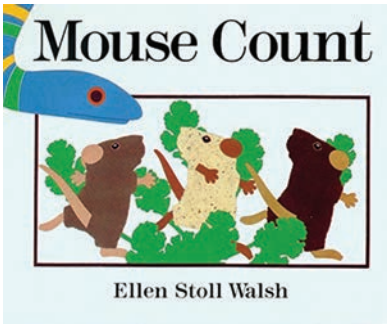
- How many fingers am I holding up? (two) Now I am going to hold up two more fingers.

  [*Use same hand to hold up four fingers.*]
- How many fingers am I holding up now? (four)
- Did we just practice adding or subtracting? (adding)

  [*Continue to hold up four fingers on one hand.*]
- Now I am going to take away one finger. How many fingers am I holding up now? (three)
- Did we just practice adding or subtracting? (subtracting)

EXPLAIN: Today we are going to read a book about some little mice and a snake.

[*Display book cover.*]



Our book is called *Mouse Count*. The book was written by Ellen Stoll Walsh.

Let's talk about what we see on the cover of our book.

[*Encourage children to count the three mice with you—1, 2, 3—and describe the snake's head. Point out the book title and author's name.*]

The word "count" is in the title of our book. We know what it means to count. We say our numbers to find out how many.

ACT: [*Read the book, using your own words to expand book text. Emphasize that snakes like to eat mice. That's why the mice in our story are careful to watch for a snake.*

As part of reading the book, encourage children to join you in counting each of the three sets of mice the snake puts in the jar.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

At the conclusion of the book, engage children in a conversation focused on their interests in the story and key aspects of the story, such as the following:

- *the snake wanted the "little, warm, and tasty" mice to be his dinner*
- *the snake kept putting more mice in his jar because he was hungry; the number of mice in the jar got larger and larger!*
- *how many mice did the snake put in the jar? (10)*
- *what did the mice do to get out of the jar?*

As a follow-up to the book sharing, display the jar and 10 counters. Explain that we will pretend the counters are little mice. Put the pretend mice in three groups on the table or floor, corresponding to the story: two groups of three and one group of four.

Lead children in counting each group of pretend mice in the order used in the book (three mice, then four mice, then three more mice) as you or volunteer children take turns placing items in the jar, one at a time. Use the count on approach demonstrated in the book (1, 2, 3; 4, 5, 6, 7; and 8, 9, 10).

Invite a volunteer child to show how the mice rocked the jar one way and then another way to tip it over and escape from the snake.

Lead children in counting the number of pretend mice as each is removed from the jar. Hold each pretend mouse as it is counted and moved away from the jar.]

RECAP: Today we read a story about a hungry snake and 10 little mice. We practiced counting the mice the snake put in the jar. We also practiced counting pretend mice we put in our own jar. How do we know there were 10 little mice? (counted them; last number counted was 10)

Scaffolding Tips

Extra support ■ Our story says the snake was **greedy**. This means he had a strong interest in getting more little mice for his dinner.

Enrichment ■ When you begin counting the second and third groups of mice that the snake adds to his jar, remind children that the last number we counted tells how many mice are in the jar. We start counting again with the next number. Example: "Remember, the snake put three little mice in his jar. Now he has more mice to put in the jar. We start counting with the number four. Number four comes after number three." (You may wish to review the concept of count on introduced in Week 31, Day 2.) ■ When you lead children in counting the number of pretend mice as they are removed from your jar, pause the counting after a number of your choice and ask how many pretend mice are left. Support children in counting the number of remaining pretend mice.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

123 Center Activity

Practice adding and subtracting with dominoes. Invite children to choose a domino from a basket and add the dots on both halves of the domino to find out how many they have all together. Then invite children to practice subtraction by taking the smaller number of dots away from the larger number of dots. How many dots would be left? If necessary, provide counters for children to manipulate to represent the dots.

Family Child Care

Encourage school-age children to make up a story about a group of children at a park that keeps growing as more children join the group to play. The story could also include subtraction when children begin to leave gradually as their parents call them home. Invite younger children to pretend to be the children in the story.

Elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 5

Exploring Time

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Concepts of time

Children will strengthen their understanding of the concept of time.

Key Concepts

Review: Life cycle

Materials Needed

The Growing Story by Ruth Krauss

Also Promotes

Language/Literacy

Science

BEGIN: We are learning about time. We know that things we do during the day take a certain amount of time.

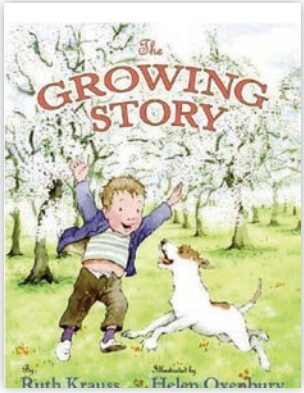
EXPLAIN: We also know that living things grow and change over time. Remember, this is called a life cycle.

ASK:

- How does a caterpillar change over time? (it becomes a butterfly)
- How does a tadpole change over time? (it grows and becomes a frog)
- Have you changed since you were a baby?

EXPLAIN: Today we are going to read a book about a boy who grows and changes over time.

[*Display book cover.*]



Our book is called *The Growing Story*. The author of our book is Ruth Krauss. The illustrator is Helen Oxenbury.

ACT: [*As you read the book, pause to describe illustrations that show how things grow and change over time.*

Ask the following questions focused on time after you've finished reading:]

- The book helped us remember that animals and plants change over time. The chicks and dog grew bigger. How did the plants change? (got bigger, flowers bloomed, produced corn and fruit, leaves on the trees changed colors and fell off the trees)
- How did the little boy change over time in our book? (his arms and legs grew, his pants were too tight and the pant legs were too short because he had grown)

EXPLAIN: Let's think about how long it takes some living things to grow and change over time.

The chicks and puppy were little, just like the boy at the beginning of our book. The chicks and dog were all grown up at the end of our book.

ASK: Was the boy all grown up at the end of our book? (no)

EXPLAIN: We know that it takes more time for a person to grow up than it does for a chick or puppy to grow up. Each life cycle takes a certain amount of time.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 5

Exploring Time *continued*

Social Studies

ASK: How are we different now compared to when we were a baby? (clothes are bigger, longer arms and legs, can reach things that are higher, more teeth)

EXPLAIN: It took a long time for our body to grow and change.

RECAP: We know that living things grow and change over time. In our book, a little boy, a dog, chickens, and plants all changed over time. What takes the most time to grow up: a child, a chicken, or a dog?

Scaffolding Tips

Extra Support ■ Display and describe illustrations in the book that pertain to questions children may find confusing. Example: If children seem unclear about how chicks changed over time, show and describe the picture of the little boy sitting on a stump with chickens around him; compare the chickens to the book's illustration of chicks. ■ To help children remember how people change over time, it may be helpful to review the life cycle of a person (Science Week 19, Day 1).

Enrichment ■ Explain that the plants and animals grew faster than the little boy in our book. The little boy in the book noticed how much the chicks and puppy grew. Ask questions to engage children in discussion. Examples: "Was it easy or hard for the little boy to tell he had changed?" "What did the little boy do that helped him see he had grown?"

Center Activity

Place the book from today's activity in the art area. Invite children to choose a plant or animal that changed over time from the book. Encourage children to draw how the animal or plant changed in the book. Example: There is an illustration of the pear trees full of blossoms. Later in the book, there is a picture of the pear trees with pears and green and brown leaves.

Family Child Care

Provide dress-up clothes and shoes. Invite children to try on different clothes. Encourage children to describe how the clothes fit. If the clothes are too small, encourage children to describe why the clothes are too small. If the clothes are too big, encourage children to describe why the clothes are too big.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 32

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will move their bodies in response to verbal requests.

Key Concepts

Review: Jump
Gallop
March
Hop
Skip

Materials Needed

Open space

Also Promotes

Self-Regulation

BEGIN: Today we will play our *Sleeping, Sleeping, All the Children are Sleeping* game. When we wake up today in our game, we will move our bodies around our activity space. Please listen carefully to the song so you know how to move your body. The song may ask us to jump or hop or march or move our bodies in some other way.

ASK: What can we do to make sure we do not bump into someone when we are moving? (stay in our personal space, pay attention to people around us, keep a safe distance from the person in front of us)

ACT: [*Encourage children to lie in a sleeping position. Begin singing the song. Name a different movement each time children pretend to wake up. Use one or more movements in the Key Concepts list. Continue the activity as time and child interest permit.*]

RECAP: Today we played our *Sleeping, Sleeping, All the Children are Sleeping* game. We moved our bodies in different ways each time we woke up.

Scaffolding Tips

Extra support: ■ Review how the game works if children seem uncertain (Self-Regulation Week 12, Day 1). ■ Repeat movements (consecutively or randomly) that seem particularly challenging.

Enrichment: ■ Add a pace element to a motion such as march fast or jump slowly.

Center Activity

Encourage children to continue the game outside with different children leading the game

Family Child Care

To incorporate younger children, play the game using pretend animals that use movements you wish for children to practice. Examples: elephants march, frogs jump.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

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 final sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter K (Days 2, 5)

Mathematics

Counting Things

- Practicing adding and subtracting items (Days 1–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by watching and remembering
  - *Orange Circle, Purple Circle* game (Day 1)

Social-Emotional

Being Responsible

- What it means to make a decision (Day 2)
- Thinking about choices and making a good decision (Days 2, 3)

Social Studies

Exploring Time

- Moving to a new place and building a house long ago (Days 4, 5)
- Comparing how people did things long ago to how we do things now (Day 5)

Science

Exploring Habitats

- Characteristics of a rainforest (Day 1)
- Animals and plants that live in a rainforest (Day 2)
- Types of food eaten by animals in a rainforest (Day 3)

Physical/ Health

Staying Healthy and Safe

- Ways we can protect our skin from the sun (Day 4)
- Ways to stay healthy and safe in hot weather (Day 5)

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

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 G.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter G card

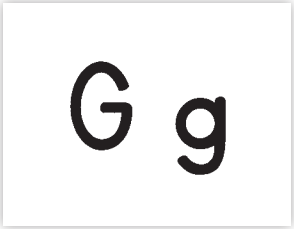
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter G card.*]



The word "graph" begins with this letter. What is the name of this letter?

Letter G says /g/, just like in the word "graph" /g/, /g/, graph. Let's together say /g/, /g/, graph.

Who would like to tell us another word that begins with the letter G?

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?*]

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will add animals to a group and take away animals from a group.

Key Concepts

New: Veterinarian

Review: Add
Subtract

Materials Needed

5 stuffed animals

3 chairs

*Number list (see Extra Support tip)

Optional Reading

Adding with Ants by Tracey Steffora

BEGIN: Last week we practiced adding together groups of items. We know that something gets larger when we add items to it. We also practiced taking away items from a group. What is it called when we take away items from a group? (subtract)

EXPLAIN: Today we will act out a story. In the story, we will add and subtract.

ACT: [*Invite three volunteer children to stand near you to help with the story. Give the first child one stuffed animal, the second child two stuffed animals, and the third child three stuffed animals. Explain to children that the stuffed animals are pretend pets. Then line up three chairs.*]

Our story is about some pets that went to the veterinarian. A **veterinarian** is a doctor for animals. Sometimes a veterinarian is called a vet.

Have you ever taken a pet to the vet?

Let's listen carefully to our story.

One day a child went to a veterinarian's office with a puppy that was sick. The child sat in a chair with the puppy and waited for a turn to see the veterinarian.

[*Guide the child with one stuffed animal to a chair.*]

Next another child arrived with two kittens that needed a checkup. The child with the two kittens sat in a chair next to the first child with the sick puppy.

[*Guide the child with two stuffed animals to a chair next to the first child.*]

Let's figure out how many animals are waiting to see the veterinarian. To see how many animals there are all together, count on to add the number of animals in both groups. We will start with the number of animals in our largest group, and then count on to the animal in our other group.

[*Point to each animal as you lead children in counting on. Example: "There is a group of two animals and a group of one animal. Two animals is a larger group than one animal. We will begin counting with the number two." Continue counting the animal in the second group. Encourage children to count out loud with you: "2, 3."*]

There are three animals all together.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

As the children and animals were waiting for their turn, another child arrived with two bunnies. The two bunnies needed to get shots. The child with the bunnies sat next to the child with the kittens.

[*Guide the child with two stuffed animals to a chair next to the second child.*]

Let's count on to see how many animals there are all together. We will start with the number of animals in our largest group, and then count on to the animals in our other group.

[*Point to each animal as you lead children in counting on. Example: "We know there are three animals already here and now a group of two animals just arrived. Three animals is a larger group than two animals. We will begin counting with the number three." Continue counting the animals in the second group. Encourage children to count out loud with you: "3, 4, 5."*]

Now there are five animals in the veterinarian's office.

Finally it was the sick puppy's turn to see the veterinarian. The child with the puppy left his/her chair.

[*Guide the child with one stuffed animal back to his/her seat on the floor.*]

We will begin to subtract the animals in our group. We know that subtract means to take away something from a group of things.

We started with five animals and one went away. We subtracted one animal from our group of five animals.

How many animals are waiting now? Let's count them.

[*Lead children in counting the number of animals left waiting while pointing to animals as you count each.*]

Now there are four animals waiting.

Next it was time for the two kittens to see the veterinarian. The child with the two kittens left his/her chair.

[*Guide the child with two stuffed animals back to his/her seat on the floor.*]

There were four animals waiting and two went away. We subtracted two animals from our group of four animals.

How many animals are waiting now? Let's count them.

[*Lead children in counting the number of animals left waiting while pointing to animals as you count each.*]

Now there are two animals waiting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

It was time for the two bunnies to see the veterinarian. The child with the two bunnies left his/her chair.

[*Guide the child with two stuffed animals back to his/her seat on the floor.*]

We had two animals and they left to see the veterinarian.

How many animals are left waiting now? (zero) We know that zero means none. There are no more animals waiting to see the veterinarian.

[*If time permits:*

Create and tell your own addition and subtraction stories that children can enact.]

RECAP: Today we listened to a story about three children who took their animals to the vet. We added and subtracted animals as we listened to the story. How many animals were left at the end of our story? (zero)

Scaffolding Tips

Extra support ■ As children act out the story, display a number list and point to the pertinent numbers on the list as children arrive and leave the veterinarian's office. ■ Remind children that we are counting toy animals, not the number of children who bring the animals to the office. ■ Make sure children understand the term "checkup." A checkup is a visit to a doctor/dentist/or veterinarian to make sure a person/animal is healthy.

Enrichment ■ After the five animals (three children) arrive at the veterinarian's office, ask children how many animals there would be if three more animals arrived? (eight)

123 Center Activity

Add several stuffed animals to the housekeeping center. Encourage children to add and subtract stuffed animals as they play.

Family Child Care

Share additional stories throughout the day to encourage adding and subtracting. Examples: children playing with toys outside, children eating a number of items at lunch.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

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

3 yellow triangles and 3 yellow squares cut from construction paper (see Be Prepared)

3 blue circles and 3 blue rectangles cut from construction paper (see Be Prepared)

Brown circle, pink circle, purple circle, and orange circle cut from construction paper (see Enrichment tip)

Be Prepared: Hang each of the following shapes on different walls in the classroom: two yellow triangles, two yellow squares, two blue circles, and two blue rectangles.

If time permits, offer *Conducting an Orchestra* from Week 31, 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 *Conducting an Orchestra* from Week 31, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before. 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: Today, we are going to play our game with colored shapes and change the rules of the game. I have a yellow triangle and a yellow square.

[*Hold up both shapes.*]

Let's try wiggling our hips when we see the yellow triangle, and stopping when we see the yellow square.

[*Hold up the yellow triangle for a few seconds and encourage children to wiggle their hips. Then hold up the yellow square and encourage children to stop. Do this several times. If children readily follow the changes, vary the timing of holding up the action shape. Example: Hold up yellow triangle for 10 seconds, then hold it up for five seconds, etc.*]

We just wiggled our hips when we saw the yellow triangle, and stopped when we saw the yellow square.

Now let's change the rules of our game. This time we will wiggle our hips when we see the yellow square, and stop when we see the yellow triangle.

[*Hold up the yellow square for a few seconds and encourage children to wiggle their hips. Then hold up the yellow triangle and encourage children to stop. Do this several times. If children readily follow the changes, vary the timing of holding up the action shape. Example: Hold up yellow square for 10 seconds, then hold it up for five seconds, etc.*]

Let's play our game again. This time we will use two different shapes and change the rules of the game.

[*Hold up each shape as you demonstrate the body movement that corresponds with each.*]

- We will run in place when we see the blue circle.
- We will clap when we see a blue rectangle.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

- We will stop when I put both shapes behind my back.

Let's see if we remember what we need to do for each new shape.

- What do we do when we see the blue circle? (run in place)
- What do we do when we see the blue rectangle? (clap)
- What do we do when I put the shapes behind my back? (stop)

Let's practice!

[*Continue playing the game as you hold up each shape. Be sure to clearly say "Blue Circle!" and "Blue Rectangle!" when you hold up the shapes for all to see. Hold up each shape for several seconds. Then put the shapes behind your back.*

If children follow the prompts without much difficulty, then do the opposite motions for each shape. Be sure to review the game changes before you begin a new version.]

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? (look at shapes)
- Why did we need to pay close attention? (because the shapes changed)
- Was it difficult to focus on the changing shapes?

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 shapes. Example: When holding up the blue circle, run in place also.

Enrichment ■ If children easily grasp the rule changes for the game, hold up each shape for a shorter period of time. ■ Invite children to try another rule change for *Orange Circle, Purple Circle*: Stomp for brown circle, clap for pink circle, tap knees for purple circle, and tap nose for orange circle. Children will stop when circles are placed behind your back.

Center Activity

Provide the colored shapes used during today's activity. Invite children to continue playing *Orange Circle, Purple Circle*. Encourage children to take turns holding the shapes and naming the action to be done each time.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 1

Focusing & Remembering *continued*

Self-Regulation

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 1

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a rainforest, including the rainforest floor.

Key Concepts

New: Rainforest

Review: Habitat
Compound word
Desert

Materials Needed

*7 pictures as shown

*Printables provided

Optional Reading

Over in the Jungle by Marianne Berkes

BEGIN: We are learning about different types of habitats. What is a habitat? (a place where certain types of plants and animals usually live)

EXPLAIN: Several weeks ago we learned about a forest habitat.

ASK: What do you remember about a forest? (covered with trees and other plants, brown and green, many plants and animals live there)

EXPLAIN: This week we will learn about a habitat called a rainforest. A **rainforest** is a forest that gets a lot of rain and has very tall trees. Sometimes a rainforest is called a jungle.

The word rainforest is a compound word. We know that a compound word is the new word we make by putting two words together.

ASK: What two words do you hear in the word rainforest? (rain, forest)

EXPLAIN: Let's look at a picture of a rainforest.

[*Display picture of a rainforest.*]



WanderingSolesPhotography/flickr/(CC BY 2.0)

ASK:

- Have you ever been to a rainforest or seen a rainforest in a movie?
- What was it like?

[*Encourage children to discuss what they know about a rainforest.*]

EXPLAIN: It rains in a rainforest almost every day. A rainforest has more kinds of plants and animals than any other habitat in the world because it rains so much.

Today we are going to talk about some things that live on the ground of a rainforest. The ground is soil. We call this part of a rainforest the rainforest floor.

[*Point to the floor in the rainforest picture.*]

Many kinds of plants, insects, and other large animals live on a rainforest floor. Let's look at some pictures of some animals and plants that live on a rainforest floor.

ACT: [*Display the following pictures of plants and animals that live on a rainforest floor: tiger, gorilla, ferns, and flowers. Children are not expected to remember the specific names. Name each animal and plant and encourage discussion of its characteristics with questions, such as the following:*]

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

- Tiger—A tiger's stripes help it to blend in with the plants on the rainforest floor. This helps a tiger to hide from animals it is hunting.
- Gorilla—Animals that live in a rainforest need a way to keep dry because it rains a lot in a rainforest. What covers a gorilla's body that keeps it dry? (fur) A gorilla uses its legs and long arms to move through the rainforest. Let's pretend we are a gorilla moving through the rainforest.

  [*Encourage children to move their bodies like a gorilla in the rainforest.*]
- Ferns—How are ferns different from trees? (smaller)
- Flowers—What color is this flower growing on the rainforest floor? (purple)



Paul Buxton/flickr/(CC BY-NC-ND 2.0)



James Gaither/flickr/(CC BY-NC-ND 2.0)



Luke Jones/flickr/(CC BY 2.0)



Ian Morton/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: [*Point to the tall trees in the rainforest picture as you describe how they provide shade for the rainforest floor. Point also to a leafy and green plant on the rainforest floor.*]

The plants on a rainforest floor are very leafy and green because a rainforest gets lots of rain. These plants do not need a lot of sunlight to grow. The rainforest floor gets a small amount of sunshine. Tall trees and other tall plants grow above the rainforest floor and provide shade for the plants below.

[*Display together the pictures of a rainforest and a desert.*]

Let's compare a rainforest habitat to a desert habitat. Remember, there is a lot of sun and very little rain in a desert.

Desert plants get a lot of sun but not a lot of rain. Rainforest plants get a lot of rain but not a lot of sun. A rainforest and a desert are very different places for plants and animals.



WanderingSoles/flickr/(CC BY 2.0)



ASK:

- How are rainforest plants and desert plants different? (rainforest plants are very green, most desert plants do not have leaves)
- Would a plant that lives on the floor of a rainforest be able to live in a desert? (no) Why not? (too much sun; needs shade)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

- Would a tiger or gorilla be able to live in a desert? (no) Why not? (too hot)

RECAP: Many plants and animals live in a rainforest because it rains almost every day. There are more plants and animals in a rainforest than in any other habitat. The rainforest floor gets very little sunlight because the tall trees and other plants that grow above it provide shade for the plants below.

Scaffolding Tips

Extra support ■ Hold a piece of paper or a large leaf (or cutout of a leaf) to demonstrate how the rainforest floor can be shaded from the sun by the trees above. Remind children of their ice cubes melting less quickly in shade than in sun (Science Week 3). ■ Display and discuss pictures of a desert (Week 27) if children seem unclear about this habitat.

Enrichment ■ Many of the insects that live in a rainforest are very large. Ask children why they think this is true. (there is a lot of food and water for the insects to eat and drink) ■ Explore sounds of the rainforest on the Internet, if possible. Encourage children to guess what sounds they hear. Examples: birds, insects, rain.

Center Activity

Provide *rainforest and desert animals and plants sorting cards. Encourage children to sort the pictures by habitat.

*Printables provided



Family Child Care

Take a trip to a park. Look at the various plants that live on the ground. Are they in the shade of a tree or other plant? Discuss how some plants need less sunlight to live than others.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will understand how to identify the final sounds of familiar words. Children also will identify and name the letter K.

Key Concepts

Review: Kick

Materials Needed

*Picture cards (see Be Prepared)

*Letter K card

Chart paper

Marker

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:

hand-bed-cake	bird-sand-car
swim-gum-nose	sun-lion-ear
doll-nail-bug	dog-pig-star
bear-flower-bag	mop-cap-bee

BEGIN: Today we are going to play a game with picture cards. We will listen for sounds in words when we play this game.

EXPLAIN: I am going to show you three picture cards. Two of the picture cards end with the same sound. One of the picture cards ends with a different sound. We are going to figure out which two cards end with the same sound. Let me show you first.

ACT: [*Display picture cards for hand, bed, and cake. Point to each picture as you say its name while clearly enunciating the final sound of each word.*]

I have pictures of a hand, bed, and cake. Hand and bed end with the /d/ sound. Cake ends with the /k/ sound.

I am going to write the words "hand" and "bed" on this chart. The words "hand" and "bed" end with the same sound.

Let's together say the words "hand" and "bed."

[*Encourage children to emphasize the final sounds as they say hand and bed.*]

Now let's say the word "cake" together.

[*Encourage children to emphasize the final sound as they say the word "cake."*]

I want to write the letter that makes the /d/ sound above the words "hand" and "bed." Which letter should I write above the words "hand" and "bed"? (d)

[*Continue playing the game with groups of three cards (see Be Prepared), using the same procedure. Continue as time allows.*]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter K card.*]

ASK: Does anyone know the name of this letter?

ACT: This is the letter K. We can write the letter K in two ways. We can write the letter K like this.

K k

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

[*Demonstrate writing an uppercase K at the top of a chart paper.*]

This is an uppercase K.

We can also write the letter K like this.

[*Demonstrate writing a lowercase k at the top of a chart paper.*]

This is a lowercase k.

Several weeks ago we learned about kicking. We use our leg and foot when we kick.

The word "kick" begins and ends with the letter k. I will write the word "kick" on our chart. I am going to write "kick"with two lowercase (small letter) ks.

[*Say each letter as you write the word. Emphasize k.*]

Let's all say the word "kick."

[*Invite a volunteer child to point to the two letter ks in the word "kick."*]

Let's look at the very first letter of our name. Pop up if you have the letter K 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 K at the beginning of their name. If there are children whose name begins with the letter K who do not stand, point to the letter K on their name card. Compare the letter K in their name as you hold the letter K card next to their name card.*

If no one in the group has a first name beginning with the letter K, say "No one popped up because no one has a name that starts with the letter K." 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 K.

If a child indicates there is a letter K 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 k 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 had the same ending sound. We also wrote the names of the items that had the same ending sound on our chart.

We also learned about the letter K. What word begins and ends with the letter k? (kick)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 2

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Enunciate clearly the final sound of each word in each group of three pictures. ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: Clap when you say the /d/ sound in bed. ■ If children need additional support in determining which two pictures have the same final sound, exaggerate the pronunciation of the sounds (examples: /s-s-s/ and /d/-/d/-/d/).

Enrichment ■ Ask children to name other items that end with the same sound as the two picture card names written on the chart. Example: "What other things end with the /g/ sound like in dog, egg, and pig?" You may wish to give hints by saying the first part of a word. Examples: 'fro-' or 'lo-'.

Center Activity

Provide *picture cards used in today's activity. Encourage children to determine which cards in each group of three have the same final sound.

*Printables provided

Family Child Care

Play a game that highlights same and different final sounds. Invite school-age children to enunciate the final sounds of two words you give them. Ask younger children if the two words have the same final sounds or different ending sounds. Mix pairs of same final sound words and different final sound words.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will srengthen their understanding of how to subtract.

Key Concepts

Review: Subtract

Materials Needed

Chairs—1 per child

Large paper

Marker

Music CD

CD player

*Number list (see Extra Support tip)

Also Promotes

Self-Regulation

Optional Reading

Monster Musical Chairs by Stuart J. Murphy

BEGIN: Today we will subtract as we play a game called *Musical Chairs*. Remember, subtract means to take away something from a group of things.

ASK:
- Have you ever played *Musical Chairs*?
- How does it work?

ACT: Let's each place a chair in a circle.

[*Help children arrange chairs so the chairs face outward in a circle. Invite each child to have a seat in a chair.*]

Now let's count together how many people are playing the game.

[*Count aloud as you gently tap each child's shoulder.*]

ASK: How many children are playing our game?

EXPLAIN: [*Display paper.*]

I will write on our paper the number of children playing, so we will remember how many children were sitting in chairs when we started our game.

I will play music as we play the game. We will walk in a line around the chairs as the music plays. Then we will sit in a chair that is closest to us when the music stops.

Let's try it!

ACT: [*Play music as children walk in a line around the circle of chairs. Stop the music and wait as children find a chair.*]

EXPLAIN: Now I will begin taking away one chair each time we are walking in the circle. When the music stops, we will each sit in a chair that is closest to us. One of us will not find a chair because I will have taken away one chair. The person who does not find a chair will help us count the number of children still playing the game!

ACT: [*Play music as children walk in a line around the circle of chairs. Remove one chair as the music continues to play. Stop the music and wait as children find a chair.*]

Who did not find a chair? You get to help us count before we play the music again!

Let's remind ourselves of the number of children we had in the circle before we started the music.

[*Point to the numeral written on the paper.*]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

We started playing the game with ___ children.

How many children did not find a chair? (one)

We started with ___ children playing the game.

(Child without a chair) can help us count to see how many children are now playing the game.

[*Invite the child who did not find a chair to gently tap the shoulder of each remaining child as you count how many children are left. Write the number of children remaining on the paper.*]

We now have ___ children left. We subtracted one child from our group of ___ children.

Let's continue our game!

[*Play the game as you follow the above procedure each time a child does not find a chair. Each time a child does not find a chair, invite that child to help count the number of children left. Continue as time permits.*]

RECAP: Today we played a game called *Musical Chairs*. How did we know how many children were left each time a child left the circle? (subtracted and then counted to make sure we were correct) We subtracted as part of our game!

Scaffolding Tips

Extra support ■ In front of all children, be sure to recognize the special job of the child who does not find a chair in counting those who remain. ■ As you count children who are left in the chairs, encourage all children to count in unison to help reinforce the counting sequence. ■ Use a number list to help reinforce how we subtract. As children do not find a chair point to the number of children remaining on both the paper and number list. Explain that each time a child leaves the game a smaller number of children is left playing. On the number list, point first to the number of children playing before the music started, and then point to the number of children playing after one child leaves.

Enrichment ■ Ask children if they know how many children are left before looking at the chart and subtracting as a group.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

123 Center Activity

Provide carpet squares arranged in a circle for children to use as seats for *Musical Chairs*. Invite a child to sing a song and remove one carpet square for each round as the other children walk around the carpet squares. As children are "out," encourage them to count the number of children left in the circle.

Family Child Care

Encourage school-age children to read the book *Ten Little Monkeys* illustrated by Tina Freeman. The book promotes the concepts emphasized in the activity's approach to musical chairs.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 2

Being Responsible

Social-Emotional

Be Prepared: The activity opens with you holding counters of different colors or counters of different animals. If counters are not available, use Unifix® cubes or small blocks that differ in color or shape.

3-5 YEARS

Large Group

Skill and Goal

Personal responsibility

Children will understand what it means to make a decision.

Key Concepts

New: Decision

Review: Choice

Materials Needed

Play dough

Counters (see Be Prepared)

Toy apple

4 blocks

BEGIN: [*Sit with play dough in one hand and a small collection of counters (circles) in the other hand. Look as though you are thinking about these items.*]

I need to make a decision. A **decision** is a choice we make about something after we think about it. I need to decide whether I want to play with play dough or with these circles (counters).

EXPLAIN: I need to do some thinking before I make my decision. I need to think about each item and which one I want to play with the most.

[*Share aloud your thinking about your decision. Example: "I really like playing with the play dough because I can pretend I am making a pizza. I also really like playing with the circles because I can sort them by color and count them. Today it would be fun to make a pretend pizza. So my decision is to play with the play dough."*]

I thought about what I liked about playing with play dough and playing with circles. I also thought about what I'd like to do today. This helped me decide that I wanted to play with the play dough instead of the circles.

A big part of making a decision is thinking about our choices. I thought about two choices: play dough and circles. We know that we pick between two or more things when we make a choice.

Let's think about the decision we would make if our choices were to play with play dough or to play with circles.

ACT: Please raise your hand if you would decide to play with play dough.

[*Invite children to put their hands down.*]

Please raise your hand if you would decide to play with circles.

[*Invite children to put their hands down.*

Encourage several children to describe how they compared the two items in their thinking. Follow-up prompt, if necessary: "Why did you decide you'd rather play with play dough than with circles?"]

EXPLAIN: I want to tell you about a girl named Elizabeth. She needs to make a decision.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Responsible *continued*

Let's think about Elizabeth. Elizabeth is eating a snack in her classroom. She is hungry and likes the apple she is eating.

[*Display toy apple.*]

Her best friend is leaving the snack table to go play in the block area. Elizabeth's best friend wants Elizabeth to play with her in the block area.

[*Display blocks.*]

Elizabeth likes building things with her friend. But she also is still hungry and is enjoying her apple.

[*Display toy apple and blocks next to each other. Point to each as you emphasize Elizabeth's two choices.*]

Elizabeth needs to make a decision. She has two choices. One choice is to stay at the snack table to eat her apple. The other choice is to go to the block area to play with her friend. Let's pretend we are Elizabeth, and we need to make a choice.

ACT: Please raise your hand if you would choose to stay at the snack table to eat your apple.

[*Invite children to put their hands down.*]

Please raise your hand if you would choose to leave the snack table to go to the block area.

[*Invite children to put their hands down.*]

EXPLAIN: We need to think carefully about the choices we make. Let's talk about why someone might choose to eat the rest of their snack or go to the block area instead.

ASK:

- How would it be a good choice for Elizabeth to stay at the snack table to eat her apple? (she could eat her favorite snack, she wouldn't be hungry if she ate all of her apple)
- How would it be a good choice for Elizabeth to leave the snack table to play with her best friend in the block area? (Elizabeth could do something she likes to do: build something with her best friend)

EXPLAIN: We make decisions in our classroom every day.

ASK: What is one decision you have made today?

[*Encourage children to think about and discuss decisions they have made at center time, outside time, mealtime, or other times during the day.*]

RECAP: Today we talked about making decisions. What is a decision? (a choice we make about something after thinking about it) We talked about how it is important to think about why we want to choose one thing or another.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33
DAY 2

Being Responsible *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Review the activity plan on choice-making with children who may benefit from reminders of what it means to make choices. (Social Studies Week 29, Day 4) ■ Point out decisions children make during the day. Discuss their options and why they made the choice they made.

Enrichment ■ Invite children to think of a way Elizabeth might be able to both eat her snack and play in the block center with her friend. (eat her snack and then go play with the blocks)

Center Activity

Provide 10 different types of art materials, such as crayons, markers, paper, glue, paints, paintbrushes, scissors, clay, craft sticks, yarn. Invite children to create something special for a family member by using five of the ten available types of art materials. Their first task is to make a decision about which five types of materials they would like to use.

Family Child Care

Invite each child to choose one book to look at from your setting's collection of books. Ask children to describe the book choices they considered, and why they chose their book.

This activity is informed by the following source: Life Skills and Character Education (2016). Making decisions [Online course]. Retrieved from http://lifeskills.wordzila.com/making-decisions/2/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 2

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of the upper level of a rainforest.

Key Concepts

Review: Rainforest

Materials Needed

*5 pictures as shown

Stuffed animals—1 per child

*Printables provided

Optional Reading

The Rainforest Grew All Around by Susan K. Mitchell

BEGIN: [*Display picture of a rainforest.*]

- What is the name of the habitat shown in this picture? (rainforest)
- Why is this habitat called a rainforest? (because it gets lots of rain)

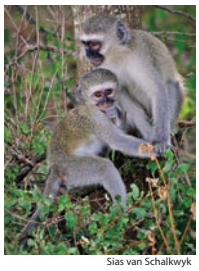
EXPLAIN: Yesterday we learned about some plants and animals that live on the rainforest floor. Today we will learn about some of the plants and animals that live in the trees of a rainforest. They live above the rainforest floor.



Jo/flickr/(CC BY 2.0)

ASK: What kinds of animals and plants do you think live in the tall trees and other plants of the rainforest? (birds, bats, monkeys, butterflies, vines, flowers)

EXPLAIN: Let's look at some pictures of plants and animals that live in the tall trees and other plants of a rainforest.



Sias van Schalkwyk



Steve Wilson/flickr/(CC BY 2.0)



Jon Sullivan/flickr/(CC BY-NC 2.0)



[*Display pictures of a monkeys, parrots, vines, and orchids on a tree. Children are not expected to remember specific names. Name each animal and plant and encourage discussion of its characteristics with questions, such as the following:*]

- Monkey—How do you think a monkey's long arms help it to move from tree to tree in the rainforest? (it can swing with its arms) Let's pretend we are a monkey using its long arms to move through the rainforest.

  [*Encourage children to move their bodies like a monkey in the rainforest.*]

- Parrots—How would the green color of parrots help them in a rainforest? (other animals that might want to eat a parrot cannot easily see them)
- Vines—Where are these vines growing in the rainforest? (in the trees)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

- Orchids on a tree—These flowers like warm and wet weather. Why do you think they would like living in the rainforest?

Some of the animals that live in the tall trees and other plants of the rainforest never go down to the rainforest floor. They find food and water in the trees and other plants.

At the top of the rainforest, the wind makes the branches of the trees move.

ASK:
- Have you ever seen the wind blow the leaves and branches of trees outside?
- What was it like?

EXPLAIN: If you were an animal at the top of a tree on a windy day, the wind might make it hard to hold on to the tree!

The wind makes the top of the rainforest a dangerous home for animals. Only a few animals live at the very top of a rainforest.

ACT: Let's stand and pretend we are a very tall tree in a rainforest on a windy day.

[*Encourage children to stand with their arms in the air and sway like a blowing tree. Invite children to hold a stuffed animal and sway to see how the animal moves with their "branches."*]

RECAP: Animals and plants live in tall trees and other plants in a rainforest. Some animals that live in the tall trees and other plants never come down to the rainforest floor. How does the wind make the top of the rainforest a dangerous place for animals to live?

Scaffolding Tips

Extra support ■ In the opening segment, remind children that a rainforest floor is the ground. ■ Some children may be uncertain about the meaning of "above." When you explain that some things live above the rainforest floor, point to parts of the rainforest picture that are above the ground. ■ As you display the picture of the rainforest, point out the large tree and smaller trees to help children understand the different sizes of plants.

Enrichment ■ Encourage children to think about some ways that animals can stay safe at the top of a windy rainforest. (holes in trees, strong claws, etc.) ■ Invite children to think about how the wind might make it difficult for scientists to study the tops of trees in the rainforest. ■ Explain that some plants grow on other plants. These plants are called epiphytes. Display again the picture of the orchids. Ask children to think about how these plants get what they need to live. Many epiphytes wrap their roots around the host plant and get water and nutrients from the air.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 2

Exploring Habitats *continued*

Science

Center Activity

Supply artificial plants, plastic animals/insects that could be found in a rainforest (monkeys, butterflies, parrots, toucans, etc.), and a fan. Encourage children to demonstrate life at the top of a rainforest.

Family Child Care

Take children outside on a windy day to watch the trees blow in the wind. Talk about the kinds of animals that live near the top of your trees. (squirrels, birds, insects, etc.)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

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 K.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter K card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

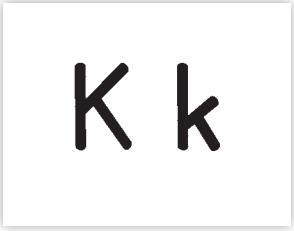
*Printables provided

BEGIN: [*Display letter K card.*]

What is the name of this letter?

[*Point to the uppercase letter K on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter K?



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 3

Counting Things

123 Mathematics

Be Prepared: Today's activity requires a visual to illustrate subtraction. Use a flannel board and four circles cut from felt to represent Pete the Cat's four buttons.

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to subtract.

Key Concepts

Review: Subtract

Materials Needed

Pete the Cat and His Four Groovy Buttons by James Dean and Eric Litwin

Flannel board (see Be Prepared)

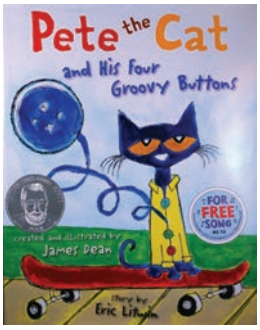
4 circles cut from felt (see Be Prepared)

Also Promotes

Language/Literacy

BEGIN: Yesterday we subtracted as we played a game called *Musical Chairs*. What happened each time a child did not find a chair? (we subtracted one from the number of children playing the game)

EXPLAIN: [*Display book cover.*]



Today we will read a book called *Pete the Cat and His Four Groovy Buttons*. The book was written and illustrated by James Dean and Eric Litwin.

ASK: Have you ever read a *Pete the Cat* book before?

EXPLAIN: Pete loves his four groovy buttons. But the buttons start to fall off of his shirt! We will subtract Pete's buttons as we read our book.

[*Place four felt circles on the flannel board.*]

We will pretend that these circles are Pete's buttons. We will subtract one of our buttons each time Pete loses a button in the book.

ACT: [*As you read the book, stop to count Pete's buttons on each page. Each time Pete loses a button, explain that when one button pops off, we can subtract a circle from our flannel board. Remind children that subtract means to take away something from a group of things. Ask the following questions each time Pete loses a button:*

- *"How many buttons popped off of Pete's shirt?" Let's subtract one circle from our flannel board.*
- *"How many buttons are left on Pete's shirt?"*
- *"How do we know?" (count them)*

Continue removing buttons from the flannel board as Pete loses buttons in the book.

Each time you get to the part where Pete chants, "My buttons, my buttons . . ." invite children to say it along with you.]

RECAP: Today we read a book called *Pete the Cat and His Four Groovy Buttons*. In the book, Pete kept losing his buttons. How many buttons did he have at the beginning of the book? (four) How many did he have left at the end? (zero) We subtracted each time Pete lost a button and then found out how many buttons Pete had left.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ To provide another visual, hold up the number of fingers that corresponds with the number of buttons on Pete's shirt as you read the book.

Enrichment ■ At the beginning of the book, ask children how many buttons Pete would have if he added one button to his shirt. (five)

123 Center Activity

Provide a basket of large buttons. Fill a bucket with *small numeral cards 1–5. Invite pairs of children to choose a numeral card and then count out the corresponding number of buttons. After both children have the correct number of buttons, encourage them to subtract a number of buttons from their group to find out how many are left.

*Printables provided

Family Child Care

Provide the flannel board and felt buttons used during today's activity. Encourage school-age children to read the book as younger children take turns manipulating the felt buttons as they subtract.

This activity is described in the following source: Olds, J. (n.d.). Button subtraction [Online Forum]. Retrieved from http://www.cpalms.org/Public/PreviewResourceLesson/Preview/49494

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 3

Being Responsible

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Personal responsibility

Children will understand what it means to make a good decision.

Key Concepts

Review: Decision

Materials Needed

*4 pictures as shown

*Printables provided

BEGIN: We are learning about making decisions. We know that a decision is a choice we make about something after we think about it. What decisions have you made today?

[*Follow-up prompts, if necessary: "Did you decide what clothes to wear today?" "Did you decide what to eat for breakfast?" "Did you decide what to play with when you arrived in our classroom?"*]

EXPLAIN: Let's talk today about decisions some children have made. We can think about whether a decision was a good decision. We also can think about whether a better decision could have been made.

[*Display picture of child sharing. Point to the older boy in the picture.*]



This is Alejandro. Alejandro is sharing a toy with his brother.

ASK: Do you think Alejandro made a good decision to share a toy with his brother? Why? (he and his brother can make something together, younger brother likes to play with and learn from Alejandro)

[*Display picture of child with a hurt elbow.*]



EXPLAIN: This is a picture of Carlos. Carlos ran in the classroom and fell down. Now Carlos has a hurt elbow.

ASK:

- Did Carlos make a good decision to run in the classroom?
- Carlos had two choices. One choice was to run in the classroom. What was Carlos's other choice? (walk in the classroom)
- What would have been a better decision for Carlos to make?
- What are some things Carlos could have done to make a better decision about moving his body in the classroom? (remembered he needed to keep his body safe and the other children safe)

EXPLAIN: Sometimes it is hard to make a good decision when we are doing something we really like to do.

[*Display picture of children engaged in dramatic play.*]



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33
DAY 3

Being Responsible *continued*

Social-Emotional

The children in this picture are in the housekeeping center. The two older girls are helping the younger girl cook something.

ASK: Are the children making good decisions? Why?

[*Display picture of a child making a mark on another child's paper.*]

EXPLAIN: This is a picture of Sofia drawing a line on Andrew's paper. Sofia did not ask Andrew if she could draw a line on his paper. Andrew got upset and yelled at Sofia. He told Sofia that he would hit her if she marked on his paper again.



ASK:

- Did Sofia make a good decision about drawing on Andrew's paper? Why?
- What is a better decision that Sofia could have made?
- Did Andrew make a good decision to yell at Sofia and tell her would hit her next time?
- What is a better decision that Andrew could have made?

EXPLAIN: Sometimes it is hard to make a good decision when we are angry or frustrated.

ASK: What are some things we can do to help us make a good decision when we are angry or frustrated? (calm down by taking deep breaths or sitting quietly for a while)

RECAP: Do we always make good decisions? (no!) We have to work hard to think about our choices and decide whether one of our choices is a better decision. Sometimes we need to calm down so we can make a good decision.

Scaffolding Tips

Extra support ■ If children seem unclear about a situation described in the activity, point to and describe the facial expressions and actions of children shown in a picture and ask whether they have ever done something like this (such as share a toy with a sibling or peer). ■ Review activity plans on what to do if we are angry or frustrated (Self-Regulation Week 12, Day 2 and Week 20, Days 2 and 3) if children seem unclear about options.

Enrichment ■ Encourage children to think of good decisions they can make in the classroom (sharing, cleaning up messes), and why the decisions they describe are good choices.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 3

Being Responsible *continued*

Social-Emotional

Center Activity

Supply child-friendly cleaning materials. Examples: small dust pan and small broom, washcloths and a small bucket with soapy water. Encourage children to practice making helpful decisions by cleaning up any messes they find in the classroom. Show children how to wring out washcloths to prevent dripping water.

Family Child Care

Invite a different child each day to decide on one snack to offer all children. The snack decision should be a consideration of two choices you offer. Encourage the child who chooses the snack to explain to the other children why he/she decided on the snack from the two choices available.

This activity is informed by the following source: Life Skills and Character Education (2016). Making decisions [Online course]. Retrieved from http://lifeskills.wordzila.com/making-decisions/2/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 3

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand types of food eaten by animals in a rainforest.

Key Concepts

New: Toucan

Materials Needed

*4 pictures as shown

*Printables provided

Optional Reading

The Umbrella by Jan Brett

BEGIN: We are learning about plants and animals that live in a rainforest. We know that animals live on the rainforest floor and above the rainforest floor. Animals in the rainforest need to find food wherever they live.

ASK: What types of things do you think animals eat in a rainforest?

EXPLAIN: Let's look at some pictures of animals eating things in the rainforest.

[*Display three pictures of animals eating in the rainforest.*]







Jagubal/flickr/(CC BY-ND 2.0)

ASK:

- What is the monkey eating? (banana)
- What is the snake eating? (lizard)
- What is the caterpillar eating? (leaf)

EXPLAIN: Animals in the rainforest find plants, insects, or other animals to eat. These things are food for animals to eat. Some food can be found on the rainforest floor, and some food can be found in the trees and plants above the rainforest floor. Some of the trees and other plants grow fruit, nuts, and flowers that animals can eat.

[*Display picture of a toucan.*]

This is a picture of a bird that lives in the rainforest. This bird is called a toucan. A **toucan** is a bird with bright feathers and a large beak.



ASK:

- Have you ever seen a toucan?
- What do you think a toucan does with its large beak?

EXPLAIN: The large beak on a toucan is good for grabbing and breaking open fruit the toucan finds in trees and other plants. Toucans also eat berries, insects, snakes, and lizards. The toucan grabs food with its beak and throws the food into the air. Then the toucan catches the food with its beak and eats it.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science

[*In the picture of the toucan, point to the berry being tossed into the air.*]

ASK: Why do you think a toucan tosses its food into the air? (it needs to toss the food to get it into its mouth)

ACT: Let's pretend we are a toucan tossing a berry into the air with our beak and then catching it with our beak to eat!

[*Encourage children to pretend to be a toucan using its beak to toss and then eat a berry.*]

RECAP: Animals in the rainforest eat many types of food they find in the trees and other plants. What is one type of food a rainforest animal eats? (plants, other animals)

Scaffolding Tips

Extra support ■ Encourage children to talk about bananas or berries they or others in their family may eat.

Enrichment ■ Ask children if they have ever accidentally dropped food on the floor that a dog ate before it could be picked up. When an animal in the trees drops food that it is eating, the food falls to the rainforest floor. What do you think happens to the food that falls?

Center Activity

Supply various books about the rainforest. Examples: *The Umbrella Tree* by Jan Brett, *The Rainforest Grew All Around* by Susan K. Mitchell, *Over in the Jungle* by Marianne Berkes. Invite children to draw rainforest plants and animals in their science journals. Encourage children to dictate a label or description you can write at the bottom of their drawing.

Family Child Care

Provide foods for lunch or snack that a rainforest animal might eat. Examples: nuts, berries, salad, bananas.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

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:

bib-web-hen	bus-walrus-hug	leaf-wolf-fig
fog-dig-bed	stick-lake-hip	ball-owl-sheep
fan-moon-jug	lamp-wasp-kiss	drum-worm-calf

BEGIN: We are learning about the sound at the end of a word. Today we are going to play again the game we learned on Day 2.

EXPLAIN: Remember, I will show you three picture cards. Two of the cards end with the same sound. One of the cards ends with a different sound. We are going to figure out which two cards end with the same sound. Let's try one first.

ACT: [*Display picture cards for bib, web, and hen. Point to each picture as you say its name while clearly enunciating the final sound of each word.*]

I have pictures of a bib, web, and hen. Bib and web end with the /b/ sound. Hen ends with the /n/ sound.

I am going to write the words "bib" and "web" on this chart. The words "bib" and "web" end with the same sound.

Let's say the words "bib" and "web" together.

[*Encourage children to emphasize the final sounds as they say "bib" and "web."*]

Now let's say together the word "hen."

[*Encourage children to emphasize the final sound as they say the word "hen."*]

I want to write the letter that makes the /b/ sound above the words "bib" and "web." Which letter should I write above the words "bib" and "web"? (b)

[*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 rather than practice with different words. Continue as time allows.*]

EXPLAIN: Let's learn more about the letter K.

[*Display letter K card.*

If a child(ren) whose name begins with the letter K was identified on Day 2, invite the child(ren) to

K k

Skill and Goal

Phonological awareness

Letter knowledge

Children will strengthen their knowledge of how to identify the final sound of familiar words. Children also will understand the name and sound of the letter K.

Key Concepts

Review: Slanted

Materials Needed

*Picture cards (see Be Prepared)

Chart paper

*Letter K card

*4 letter K 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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

again pop up. Say the first name of the child(ren). Emphasize the sound of the letter K when you say the name.]

Maybe someone in our group has the letter k somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase k, and it will look like this.

[*Point to the lowercase k on the letter card.*]

Pop up if you have the letter k somewhere else in your name (not at beginning).

[*If a child has the letter k somewhere else in his/her name, point to the name and to the letter k on the list of children's first names, so all children can see the name and the letter k.*]

ASK: What is our word that begins and ends with the letter K? (kick)

ACT: The letter K says /k/, just like at the beginning and end of the word "kick." /k/, /k/, kick. Let's say that together: /k/, /k/, kick.

I have two pictures of things that begin with the letter K. I wonder what they could be?



david reid/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 key. The letter k 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 K and write them on our chart. Remember, the letter K says /k/, /k/.

[*Help children by suggesting other words that begin with k. Examples: kind, keep, kelp, and kid.*

Invite one or more volunteer children to find the letter k 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 K on your chart paper.]

We use three lines to make an uppercase K. We begin by making a straight line down and then a slanted line up and a slanted line down. Remember, a slanted line is a line that leans a bit to the side.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33
DAY 4

Understanding Letters *continued*

Language/ Literacy

[*Give each child his/her letter journal.*]

Now we are going to write the letter K in our letter journal. Please write the uppercase (big) letter K 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 had the same ending sound. We wrote the names of the items that had the same ending sound on our chart.

We also learned that the letter K says /k/, just like at the beginning and end of the word "kick." We made the uppercase (big) letter K in our letter journal. Let's say together the sound the letter K makes (/k/).

Scaffolding Tips

Extra support ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: bi<u>b</u>; clap when you say the /b/ sound. ■ Enunciate clearly the final sound of each word in each group of three pictures. ■ If children need additional support in determining which two pictures have the same final sound, exaggerate the pronunciation of the sounds. Examples: /n-n-n/ and /p/-/p/-/p/. ■ If a child indicates his/her name begins with a K, and another child's name begins with a C, but they both have the same beginning sound (example: Kristen, Camille), explain that C and K sometimes make the same sound. ■ 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 find items in the classroom with the same final sound as a group of two picture cards. ■ Some children may be interested in your demonstrating and describing how to make a lowercase k. Example: "A lowercase k is made with a straight line down and then a short slanted line up and a short slanted line down."

Center Activity

Provide *picture cards used in today's activity. Encourage children to determine which cards in each group of three have the same final sound.

*Printables provided

Family Child Care

Try another sorting activity. Provide children with a basket of familiar items. Invite children to sort the items by final sound. School-age children may enjoy drawing the items while making a book of final sounds.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 4

Counting Things

123 Mathematics

Be Prepared: If there is some reasonable risk of children putting a large button in their mouth, use a safe alternative to large buttons for today's activity. Examples: cubes, small blocks, counters.

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will add and subtract using buttons.

Key Concepts

Review: Subtract
Add

Materials Needed

Large buttons—10 per child (see Be Prepared)

Die

*T-shirt template—1 per child

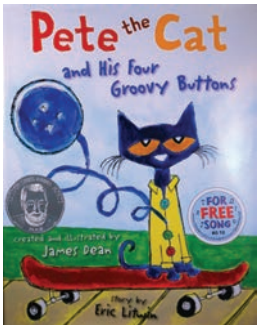
*Number list (see Extra Support tip)

*Printables provided

Optional Reading

Ten Flashing Fireflies by Philemon Sturges

BEGIN: Yesterday we read a book called *Pete the Cat and His Four Groovy Buttons*. At the beginning of the book, Pete had four buttons on his shirt. How many buttons did he have on his shirt at the end of the book? (none, zero)



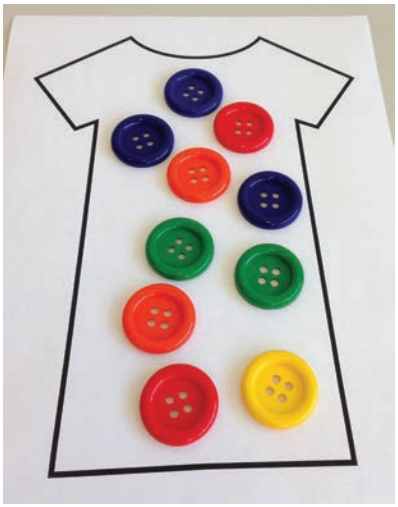
[*Encourage children to discuss what they remember about the book.*]

EXPLAIN: Today we will play a game with buttons. During our game we will subtract and add. We will use buttons on a pretend T-shirt, just like Pete the Cat!

ACT: [*Give each child a T-shirt template and 10 buttons. Invite children to place the buttons on their T-shirt.*]

EXPLAIN: We will subtract buttons from our shirts as we play the game. We know that when we subtract, we take away things from a group. After we have subtracted all of our buttons, we will add buttons to our shirts. Remember, when we add items to a group, the group gets larger.

We will each take turns rolling a die. We will count the dots on the die, and then everyone will subtract the same number of buttons from their shirt. We will subtract buttons from our shirts each time someone rolls the die. We will begin adding our buttons to our shirt after all of our buttons have been subtracted from our shirt. I will go first to show you how to play.



ACT: [*Demonstrate how to roll the die and subtract the corresponding number of buttons. Invite children to help you count the number of buttons remaining on your T-shirt. Continue rolling the die until all 10 buttons have been subtracted. Example: A five may be rolled first, and then five buttons subtracted. A three may be rolled second, and then three buttons subtracted. If a two is not rolled the third time, end the round by removing the remaining buttons. This will ensure that each round goes quickly so that all children will have a chance to roll the die during the activity.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

After all buttons have been subtracted from the T-shirt, demonstrate how to play the game as an addition game by adding buttons each time a number is rolled. Use counting on. Example: "I have five buttons on my T-shirt, I rolled a four on the die. Let's use counting on to find out how many buttons I have all together: 5…6, 7, 8, 9. I now have nine buttons all together."

If the exact number is not rolled to ensure 10 buttons on the T-shirt, the round is over.]

Now let's play the game together.

[*Play the game with children as you begin with subtraction. Invite children to take turns rolling the die. Count together the number of buttons remaining each time buttons are subtracted. After all buttons are subtracted from the T-shirt, play the addition version of the game. Play the game as long as time permits.*]

RECAP: Today we subtracted and added buttons to a pretend T-shirt. We rolled a die to see how many buttons to subtract or add.

Scaffolding Tips

Extra support ■ As buttons are subtracted from the T-shirt, point to the number of buttons remaining on both the shirt and a number list. Explain that each time buttons are subtracted, the group of buttons gets smaller. On the number list, point to the number representing how many buttons were on the shirt before the die was rolled. Then point to the number that represents how many remained after buttons were taken away.

Enrichment ■ As children play the addition version of the game, ask how many more buttons they need in order to have 10 buttons all together.

123 Center Activity

Provide *T-shirt templates and a die. Encourage children to subtract and then add as they continue playing the game.

*Printables provided

Family Child Care

Invite school-age child to read *Pete the Cat and His Four Groovy Buttons* as younger children subtract buttons from their *T-shirt template.

*Printables provided

The *Pete the Cat addition and subtraction game* is described in the following source: Chelsey (2014, April 29). Math game for kids: Pete the cat and his four groovy buttons [Web log post]. Retrieved from http://buggyandbuddy.com/math-game-kids-pete-cat/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 4

Understanding Time

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Concepts of time

Children will understand what it was like to move and build a house long ago.

Key Concepts

New: Prairie
Mustang
Haul

Materials Needed

My First Little House Books: A Little Prairie House by Laura Ingalls Wilder

Also Promotes

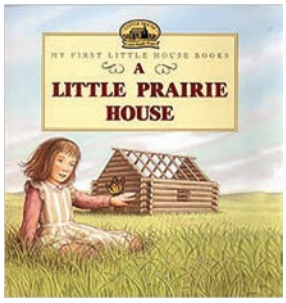
Language/Literacy

BEGIN: This week we will learn about what it was like to live long ago. Long ago happened before our parents and grandparents were born.

- Have you ever talked to someone about what it was like to live long ago?
- What was it like?

EXPLAIN: Today we will read a book about a little girl named Laura who moved with her family and built a house long ago.

[*Display book cover.*]



The title of our book is *A Little Prairie House*. The book was written by Laura Ingalls Wilder and illustrated by Renée Graef.

ASK: What do you see on the cover of the book that might tell us something about the house built by Laura's family? (it was built from logs, it is on a prairie)

EXPLAIN: Our book uses some words we may not know. One word is prairie. A **prairie** is a large area of land with lots of grass and very few trees. Another word is mustang. A **mustang** is a kind of horse. The third word in our book is hauling. When we **haul**, we move something that is heavy.

Let's read about Laura and her family.

ACT: [*Read the book as you point out and again define the novel words mentioned above. After reading the book, use questions, such as the following, to help children understand how families traveled and houses were built long ago:*]

- The family traveled in a wagon. The wagon was pulled by horses. Why do you think the family traveled this way? (there were no cars, the wagon could carry the things they needed to move, going by horse and wagon was faster than walking)
- Laura's dad was called Pa. What did Pa haul in the wagon? (logs)
- What was built with the logs? (the house)
- What do you think it would be like to live on a prairie with no neighbor living near you?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 4

Understanding Time *continued*

Social Studies

RECAP: Today we learned what it was like for a family to move to a new place and build a house long ago. We talked about the words prairie, mustang, and hauling. Families traveled differently than we do now and built their houses differently than we do now.

Scaffolding Tips

Extra support ■ Refer to the book pictures when asking questions about the book, if necessary. ■ If it seems the book is too long or complex, omit the last few pages about Mr. Edwards.

Enrichment ■ Invite children to talk about how homes are built now. Encourage children to compare homes built now to the house built by Laura's family.

Center Activity

Invite children to use Lincoln Logs® to build a log house similar to the prairie house Laura's family built. Provide the book used during the activity as a reference.

Family Child Care

In the book, Laura and her sister Mary helped their mother wash the dishes used for breakfast. Provide a small dishpan with soapy water and washcloths. Invite children to help wash dishes from a meal.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 4

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand how to protect their skin from the sun.

Key Concepts

New: Sunburn
Sunscreen

Review: Protect
Shade

Materials Needed

*1 picture as shown or examples of:

Floppy hat

Long-sleeved shirt

Umbrella

Sunglasses

Sunscreen lotion

*Printable provided

Optional Reading

A Day at the Beach
by Anne and Harlow Rockwell

BEGIN: Who likes to play outside? What do you like to play outside? Do you like to play outside more when it is raining, or when it is sunny?

EXPLAIN: Most of us like to play outside when it is sunny. Playing when the sun is out makes us feel warm.

ASK: What might happen to us if we played outside in the sun for a long time? (get tired, sunburn)

[*If children do not mention sunburn, ask an additional question about what might happen to our skin.*]

EXPLAIN: Our skin turns red and is hot when it gets burned from the sun. This is called a **sunburn**.

ASK:
- Has anyone ever had a sunburn?
- How did it feel?

EXPLAIN: Sunburns can hurt our skin. We can protect our skin from getting sunburned. Remember, when we protect something, we keep it from being harmed or hurt.

ASK: What can we do to protect our skin from the sun?

EXPLAIN: [*Expand on responses to the above question to engage children in a discussion of the following ways to protect ourselves from the sun. Display and describe the appropriate item or provided picture as you talk about each.*]



- Hat—Hats can keep the sun off of our face and also protect the top of our heads. The top of our heads can get sunburned too.
- Long sleeves—Long sleeves help cover our arms.
- Shade—Shade provides shelter from the sun or light. The sun does not shine in the shade because something, like a tree or building, is blocking the sun. The sun usually does not reach our skin if we play in shade.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

Physical/ Health

- Sunglasses—Sunglasses provide shade for our eyes. It can be hard to see when sun is shining in our eyes. Sunglasses protect our eyes, and the skin around our eyes, from the sun.
- Sunscreen—**Sunscreen** is a special lotion that we put on our skin to prevent sunburn. Sunscreen stops some of the sun from getting to our skin.

RECAP: Today we learned that playing outside in the sun without protection can hurt our skin. We can get sunburned. We learned ways we can protect our skin from the sun. Who can remember a way we protect our skin from the sun? We are learning how to keep ourselves safe.

Scaffolding Tips

Extra support ■ If it is sunny outside, take children outside briefly and encourage children to look closely at parts of their bodies where the sun is shining. Invite children to touch those body parts. Then go inside the classroom to compare what it is like when we get out of the sun.

Enrichment ■ Encourage children to share times when they have used sunscreen, or have worn hats, to protect themselves from the sun. ■ If there is a sun awning on your playground, talk with children about how it works. Engage children in a discussion of their experiences with the sun awning.

Center Activity

In the housekeeping center, add sun protection items, such as big floppy hats (if allowed), sunglasses, and empty containers/tubes of sunscreen lotion.

Family Child Care

When children are outside playing in the sun, encourage them to talk about how the sun feels on their skin. Encourage children to move to a shaded spot and then ask again how their skin feels. Their skin should feel cooler. Share the idea that the sun provides warmth and heats things up. It does the same on skin.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

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 K.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter K card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

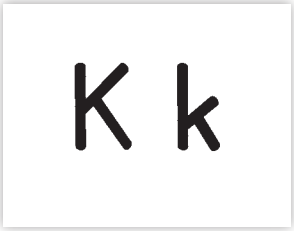
*Printables provided

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 K card.*]

What is the name of this letter? What sound does the letter K make?

Letter K says /k/, just like in "kick." /k/, /k/, kick. Let's together say /k/, /k/, kick.



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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to add and subtract.

Key Concepts

Review: Subtract
Add

Materials Needed

Flannel board

8 felt buttons (see Be Prepared)

Be Prepared: Cut eight circles from felt to represent buttons.

BEGIN: We are learning more about how to add and subtract.

- What happens to our group when we add? (it gets larger)
- What does it mean to subtract? (to take away something from a group of things)

EXPLAIN: We know how to add and subtract when we listen to stories. Let's use our fingers as we listen to some stories!

ACT: [*Invite children to use their fingers as you tell two short stories about addition and subtraction. Demonstrate with your own fingers.*]

- Once there was a boy with four crayons on his table.

  [*Hold up four fingers as you encourage children to do the same.*]

  He gave one crayon to his friend.

  [*Put down one of the four fingers as you encourage children to do the same.*]

  How many crayons did the boy have left? How do we know?
- Let's try another story! Once there was a dog with one bone.

  [*Hold up one finger as you encourage children to do the same.*]

  A girl gave the dog three more bones.

  [*Hold up three fingers on your other hand as you encourage children to do the same.*]

  How many bones did the dog have all together?

  [*Count on as you begin counting with the largest group: 3, 4.*]

  Now the dog has four bones all together!

EXPLAIN: This week we practiced adding and subtracting when we read the book *Pete the Cat and His Four Groovy Buttons*.

ASK:

- Were we adding or subtracting while Pete the Cat was losing his buttons? (subtracting)
- What happened to the number of buttons on the shirt when we subtracted? (it got smaller)

EXPLAIN: We also played a game with buttons to practice adding and subtracting. Each time we rolled a die, we took away buttons from a

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

T-shirt. Then we added buttons to the T-shirt. Let's practice adding and subtracting with buttons again.

ACT: [*Display a flannel board with eight felt circles on it.*]

Let's pretend these circles are buttons. Let's count them together.

[*Lead children in counting the buttons as you point to each.*]

Now let's find out what happens to the group of buttons when we subtract two buttons.

[*Take away two buttons from the flannel board.*]

- We subtracted two buttons. Did our group of buttons get larger or smaller? (smaller) We know that a group of items gets smaller when we subtract.
- How can we find out the number of buttons left in our group? (count them)

[*Lead children in counting the remaining number of buttons. Then remove all buttons from the flannel board.*]

Now we are going to practice adding buttons.

[*Place six buttons on the flannel board.*]

How many buttons are on our flannel board now?

Let's add two more buttons.

[*Place two buttons in a group near the group of six buttons.*]

Let's count on to find out how many buttons we have all together. Remember, when we count on, we begin with the number of buttons in our largest group. Our group of six is larger than our group of two. Let's begin with our group of six. "6 . . . 7, 8."

[*Point to each button as it is counted.*]

- How many buttons do we have all together? (eight)
- Did our group of buttons get larger or smaller when we added buttons? (larger)

RECAP: We are learning so much about adding and subtracting. There are many ways we can add and subtract.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33
DAY 5

Counting Things *continued*

123 Mathematics

Scaffolding Tips

Extra support ■ Invite volunteer children to add and subtract buttons to and from the flannel board as you practice.

Enrichment ■ Without removing buttons from the flannel board, ask children to subtract a number of buttons you specify. Example: "How many buttons are on the flannel board?" "How many buttons would there be on the flannel board if two buttons fell off?"

123 Center Activity

Make a fishing game by putting a magnet on the back of *numeral cards 1–5. Put the cards on a tray covered in blue paper (the pond). Tie a piece of yarn to the end of a pencil. Attach a magnet to the other end of the yarn. Invite pairs of children to "go fishing" for numerals to add. As each child "catches" a numeral, ask them to add the numerals to find how many they have all together. Provide manipulatives to count out to match each numeral.

*Printables provided

Family Child Care

Practice addition and subtraction as children play outside. Encourage each child to collect several leaves or other small, safe items found outside. Ask questions, such as "How many do you have when you add them all together?" "How many are left if some blow away?"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 5

Understanding Time

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Concepts of time

Children will compare what it was like to move and build a house long ago to how we do things now.

Key Concepts

New: Pioneer
Cornmeal mush
Creek bottom
Fiddle

Review: Prairie
Mustang
Haul

Materials Needed

My First Little House Books: A Little Prairie House by Laura Ingalls Wilder

*Things That Make Us Feel Better poster (see Extra Support tip)

Also Promotes

Language/Literacy

Social-Emotional

*Printables provided

BEGIN: Yesterday we read a book about what it was like long ago for Laura's family to move and build a new house from logs.

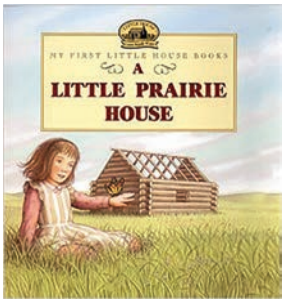
EXPLAIN: Laura's family moved to a prairie. We learned that a prairie is a large area of land with lots of grass and very few trees. Two mustangs pulled the family's wagon. We know that a mustang is a kind of horse.

ASK: Pa hauled logs. What does it mean to haul something? (to move something heavy)

EXPLAIN: The people who lived during the time of Laura's life were called pioneers. A **pioneer** is one of the first people to explore or settle a new country or area. Children were pioneers along with their adult family members. Laura's family was a pioneer family in exploring the prairie.

Today we are going to read our book again and compare how Laura's family did things long ago to how we do those same things now.

ACT: [*As you read the book, pause briefly to ask the following questions as you encourage children to compare how Laura's family did things to how the same things are done now:*]



- Traveling in a wagon—How do people travel from place to place now?
- Breakfast of cornmeal mush—**Cornmeal mush** is like a pudding made from cornmeal. What kinds of things do we have for breakfast now?
- Pa got a load of logs from the creek bottom—A **creek bottom** is a low, flat area of land made by water. Where might we get wood if we wanted to build a house now?
- Pa played a fiddle after supper—A **fiddle** is a musical instrument with strings. It is also called a violin. What do you do after you eat supper?

ASK: [*After reading the book, ask the following questions about how Laura felt:*]

Laura felt a little frightened when Pa left with the wagon to get logs.

- What did Laura want to do when she felt frightened? (she wanted to hide in the grass)
- What did Laura do instead? (she helped Ma)
- Why do you think Laura helped Ma when she was feeling frightened? (to focus on something other than missing Pa and the wagon)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Time *continued*

Social Studies

- Do you think Laura felt less frightened when she helped Ma? Why? (doing something with someone else can help us feel better when we feel upset)

RECAP: Laura's family was a pioneer family that built a little house on the prairie. Would you have liked living when the pioneers did? How was it different living long ago?

Scaffolding Tips



Extra support ■ If children seem confused about how Laura might have felt less frightened by helping Ma, point to and describe what Laura did on the Things That Make Us Feel Better poster. ■ If needed, display pertinent book illustrations when asking about Laura feeling frightened. ■ If children ask about Wildcat of Tennessee, explain this term is a nickname for a person who acts quickly and sometimes without thinking. Tennessee is a state. ■ Discuss other differences between long ago and how things are done now. Examples: "Laura's family built their own house." "Has your family ever built a house?" "If you moved to a new house, who would build it?"

Enrichment ■ Remind children that there were no roads or paths for the family's horses to follow. Engage children in a discussion of how Pa helped the horses know where to go in the prairie grass. Examples: "Did Pa pull on the horse reins (leather straps) in a certain way?" "How?" (invite children to demonstrate) "What does it mean to say 'Whoa' to a horse?"

Center Activity

Provide musical instruments. Encourage children to dance like Mr. Edwards danced while Pa played his fiddle. Invite children to sing with music as Mr. Edwards and Laura's family did.

Family Child Care

Provide some heavier items that children can safely lift. Encourage children to explore different ways to move the materials. Examples: carry in their arms, use a toy cart or sled with a string, move it with a toy truck.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large/Small Group

Skill and Goal

Good health practices

Children will broaden their understanding of how to stay safe in hot weather.

Key Concepts

Review: Protect

Materials Needed

Child-size water bottle

Optional Reading:

What the Sun Sees, What the Moon Sees by Nancy Tafuri

The Sun is My Favorite Star by Frank Asch

Looking Ahead: The Physical/Health activity plan for Week 35, Day 5 uses life-sized tracings of each child's body. Completing the tracings prior to the activity will eliminate children's wait times on the day of the activity.

BEGIN: Yesterday we learned about ways to protect our skin when we are in the sun. We know that protect means we keep something from being harmed or hurt. What is a way we can protect our skin? (hat, long sleeves, shade, sunglasses, sunscreen)

EXPLAIN: People work and play in the sun. We play outside, and there are many people who work outside.

ASK: What kind of workers do their job outside? (construction worker, farmer, police officer)

EXPLAIN: We can get hot when we play or work outside in the summer.

ASK: Do you remember a time you got really hot playing outside? Tell us about it.

EXPLAIN: Sometimes we get sweaty or tired when we are outside on a really hot day. We might get sick if our bodies get too hot. We might feel dizzy, or our head might hurt.

We need to protect our bodies when we are in hot weather. We know some ways to protect our skin from getting burned. There are some other things we can do to protect our bodies in hot weather.

[*Display water bottle.*]

This is one way we can protect our bodies in hot weather. We can put water in a bottle like this and drink the water to keep our bodies strong. Or, we can use a cup or get a drink from a water fountain.

ASK:

- What part of our body tells us we are thirsty? (our mouth)
- Do you think our body would want a small sip of water or a big drink of water when we are thirsty in hot weather?

EXPLAIN: Our mouth and throat can get dry when we are in hot weather. Our bodies need water to keep healthy. We can feel tired when our body does not have enough water. Our bodies lose water when we get sweaty.

People who play sports or work in hot weather usually have a bottle or jug of water nearby, so they can drink water when they feel tired or thirsty. Many playgrounds and parks have a water fountain for people to use.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

[*Engage children in a discussion of their observations of or experiences with drinking water in hot weather.*]

Another thing we can do to protect our bodies in hot weather is to take breaks from what we are doing. We stop doing something when we take a break. We rest our body. If it is sunny outside, we might want to take our break in some shade. Drinking water while we are taking a break is good for our bodies.

ASK:

- What could we do to rest our bodies when we play outside in hot weather? (sit, lean against a wall or fence, lie on the ground, stand in a relaxed position)

  [*Invite a volunteer child to demonstrate rest options mentioned by children.*]
- What part of our playground would be a good place to take a break from what we are doing in hot weather?
- Sometimes our bodies tell us it is time for a break or a drink of water but we don't want to stop what we are doing because we are having fun. Has this ever happened to you? Tell us about it.

RECAP: Drinking a lot of water and resting our bodies are good ways to keep healthy in hot weather. Where can we find a drink of water in our classroom (or playground)?

Scaffolding Tips

Extra support ■ If children do not readily recall or describe a time they got hot playing outside, describe a time you noticed children getting hot during outdoor time.

Enrichment ■ Explain to children that sometimes a room or building can get hot. Invite children to think about how we can try to stay cool when this happens. ■ Encourage children to discuss where they can get water, rest, or find shade at another place they play outside (their house, friend's house, a park).

Center Activity

If the day is very sunny, children can create sun art. Provide black or dark blue construction paper and small items: Examples: blocks, Legos®, scissors, puzzle pieces. Invite children to take their paper outside, put it on the ground in a very sunny spot, and place their items on the paper. Be sure children place their paper in an area that will get sun the entire time and not be disturbed by others. Leave paper in the sun for two or more hours. Later in the afternoon, invite children to collect their art. The sun should fade the paper so the outlines of items are visible. Encourage the children to talk about effects of the sun on the paper.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 33

DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Family Child Care

Create outdoor games or activities around shadows. Invite a child to pose while another child makes an outline of the shadow with chalk on the concrete. Another option is to play shadow tag.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34 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 final sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter J (Days 2, 5)

Mathematics

Counting Things

- Practicing adding by counting on (Days 1, 2)
- Identifying which group has the most and which has the fewest (Day 2)
- Practicing adding and subtracting (Days 3, 4, 5)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening, watching, 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

Being Responsible

- Different ways we can be responsible (Day 3)

Social Studies

Exploring Time

- Games that children played long ago (Day 4)
- How to learn about things that happened long ago (Day 5)

Science

Exploring Habitats

- Characteristics of a mountain (Day 1)
- A volcano is a type of mountain (Day 2)
- Types of animals that live on a mountain (Day 3)

Physical/ Health

Staying Healthy and Safe

- How a doctor helps us stay healthy (Day 4)
- How a dentist helps our teeth stay healthy (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

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 K.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter K card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter K card.*]

K k

The word "kick" begins and ends with this letter. What is the name of this letter?

Letter K says /k/, just like in the word "kick." /k/, /k/, kick. Let's together say /k/, /k/, kick.

Who would like to tell us another word that begins with the letter K?

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?*]

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 1

Counting Things

123 Mathematics

Be Prepared: Organize a simple, two-column chart as shown. Include a cutout of a toy animal and a cutout of a toy car.

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand uses of addition.

Key Concepts

Review: Add

Materials Needed

Prepared chart paper (see Be Prepared)

*Toy animal and toy car cutouts (see Be Prepared)

3 toy animals

4 toy cars

Marker

*Printables provided

Optional Reading

One Is a Snail, Ten is a Crab by April Pulley Sayre and Jeff Sayre

BEGIN: We are learning about adding and subtracting. What happens to our group when we add more items? (it gets larger)

EXPLAIN: [*Display prepared chart and point to its parts as you describe them.*]

Today we will use a chart to help us find out how many toys are in a group. Our chart for today has two columns.

 animals	 cars

We will count how many toy animals are in a group and how many toy cars are in a group. Then we will add to see how many toys we have all together.

ACT: [*Place three toy animals and four toy cars on the floor where all children can see them. Count each group of toys as you put a tally mark under animals or cars.*]

- How can we find out how many toy animals are in our animal group? (count the marks)
- How can we find out how many toy cars are in our car group? (count the marks)

Let's count the number of toy animals in our animal group. I will write the total number next to the word "animals."

[*Lead children in counting the tally marks for animals by touching each mark as you count. Write below the tally marks the numeral that represents the number of tally marks in the "animals" section.*]

Now let's count the number of toy cars in our car group. I will write the total number next to the word "cars."

[*Lead children in counting the tally marks for cars by touching each mark as you count. Write below the tally marks the numeral that represents the number of tally marks in the "cars" section.*]

We know that we have three toy animals in our animal group and four toy cars in our car group.

How can we find out how many toy animals and toy cars we have all together? (add together the number of animals and the number of cars)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

We can add by counting on. Let's start with the biggest group. The toy car group has four. Four is bigger than three. Let's count on as we begin with the toy car group: 4, 5, 6, 7.

[*Point to each tally mark as you count on.*]

How many animals and cars do we have all together? (seven)

[*Continue practice with adding using different numbers of animals and cars as time permits.*]

RECAP: Today we practiced adding by counting on. We added together the number of toy animals and the number of toy cars.

Scaffolding Tips

Extra support ■ Invite children who are learning to count a group of items to help you point to and count each group of tally marks.

Enrichment ■ Ask children if they can tell which group has more or fewer by looking at the tally marks.

123 Center Activity

Provide a collection of dominoes in a basket. Invite children to choose one domino at a time and add together the dots on both halves of the domino.

Family Child Care

Add groups of boys and girls in children's families. Add the totals together to find out how many people are in each family. Example: "Julia's family has two boys and three girls. How many people are in her family all together?"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Executive function

Children will regulate their behaviors in response to changes in aural and visual prompts.

Key Concepts

Review: Freeze

Materials Needed

Song with a fast tempo and slow tempo (see Be Prepared)

8 large shape cutouts (see Be Prepared)

Music player

Be Prepared: Suggested song with both fast and slow tempos: "Bop 'Til You Drop" on Greg and Steve's *Kids in Action* CD. Two copies of four different large shape cutouts are needed. Place four different shape cutouts in classroom locations that can accommodate a brief large gathering of children. The remaining four different cutouts will be used by you during the activity.

If time permits, offer *Orange Circle, Purple Circle* from Week 33, 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 33, 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. When we play this game, we freeze! We know that when we freeze, we stop what we are doing and hold our body in the position it is in.

ASK: How do we play *The Freeze Game*?

ACT: When we played this game before, we danced quickly to fast music and slowly to slow music. When the music stopped, we did whatever I did. Today we are going to play the game a different way.

I have placed four shapes around the classroom. Let me show you.

[*Show children where each shape is located in the classroom. Invite children to name the shape and its characteristics as you point to it.*]

When we play the game today, we will dance quickly to fast music and slowly to slow music. When the music stops, freeze and look at me. I will hold up a shape. When you see the shape I am holding up, find the same shape in the classroom and go stand by that shape. Let's try it.

[*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. Hold up one of the four shapes and encourage children to find the same shape in the room and stand by it. Once all children are standing by the shape, invite them to gather as a group and try it again. Continue as long as time permits with the remaining three shapes.*]

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? (listen to music, look at adult)
- Why did we need to pay close attention? (because the music changed, because we needed to pay attention to the shape being held up when the music stopped)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34
DAY 1

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Omit one or more of the shapes if children seem overly challenged. ■ As always, if children continue an action after it is 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 readily stand next to the appropriate shape in the classroom, invite children to try a rule change. When the music stops, encourage children to stand next to a shape cutout in the classroom that is different than the shape you are holding.

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 1

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a mountain habitat, including plants that live on a mountain.

Key Concepts

New: Mountain
Peak

Review: Habitat
Nutrient

Materials Needed

*4 pictures as shown (1 shown in Enrichment tip)

*Printables provided

Optional Reading

How Mountains Are Made by Kathleen Weidner Zoehfeld

BEGIN: We are learning about different kinds of habitats. We know that a habitat is a place where certain types of plants and animals usually live. Today we will learn about a mountain habitat.



[*Display picture of mountain.*]

- Have you ever seen a mountain?
- What was it like?

[*Encourage children to discuss what they know about mountains.*]

EXPLAIN: A **mountain** is a very high piece of land. A mountain is taller than anything else on the earth. The top of a mountain is called a **peak**. Usually it is very cold and windy near the peak of a mountain. Mountains also have many rocks. It can be difficult for things to grow and live on a mountain because of the cold, wind, and rocks.

Animals and plants that live and grow on a mountain have special ways of living in cold, windy, and rocky places.

[*Display picture of mountain plants.*]



Tiia Monto/wikimedia/(CC BY-SA 3.0)

Here is a picture of plants that live high on a mountain. The plants are growing close to the ground. The plants are not tall.

ASK: What might happen to a tall plant when there are really strong winds? (get blown over, move around a lot)

EXPLAIN: Growing close to the ground can protect a plant from being hurt by strong winds.

Several months ago we grew bean plants in our classroom.

ASK: Did we put our bean seeds in soil or in rocks? (soil)

EXPLAIN: The soil helped our seeds grow into plants. The soil gave our seeds nutrients and a place for roots to grow. Remember, a nutrient is something that helps a living thing to grow. The soil was a home for the seed and the roots that grew out of the seed.

ASK:

- Would it be easy or hard for seeds to grow on a rocky mountain? (hard)
- Why? (because there are more rocks than soil)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 1

Exploring Habitats *continued*

Science

EXPLAIN: Sometimes there is a good home for seeds to grow in the soil between rocks. Sometimes there also is soil in the cracks of rocks. Seeds can be protected in the soil found around rocks.



[*Display picture of a plant growing out of a crack in a rock.*]

Here is a picture of a plant growing out of a crack in a rock. There is soil in the crack that helps a seed grow roots and become a plant.

The roots of plants that grow between rocks need to grow deep to find water in the soil. The water does not stay near a plant that grows between rocks. The water is deep in the soil.

RECAP: Today we learned that a mountain is a very high piece of land. Plants and animals can be found in a mountain habitat. Many plants that grow in a rocky mountain need to grow deep roots to find water.

Scaffolding Tips

Extra support ■ Remind children that dirt is another word for soil. ■ Provide pictures taken of the classroom's growing bean plants if children need a visual reminder of the planting activity. Remind children that the bean seeds needed soil and water to grow.



J Brew/flickr/(CC BY-SA 2.0)

Enrichment ■ Display the picture of a rock garden. How would a rock garden be similar to a mountain? (rocky, little soil) ■ Encourage children to share pictures from home they may have of mountains or a mountainous place they have visited or lived.

Center Activity

Place several small rocks and small artificial plants in the block center. Encourage children to use their imagination to build a mountain habitat using the blocks, rocks, and plants.

Family Child Care

There may be plants (weeds) growing out of cracks in street or sidewalk pavement near your home. Explain to children that this arrangement is similar to how plants grow between rocks on a mountain.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Be Prepared: Assemble sets of three picture cards as listed below. Assemble one set per child.

block-bell-cat	rug-rat-block	dog-door-mouse
cup-cat-rug	sock-star-dog	mop-mat-rug
bat-bug-sock	stick-rug-star	fan-foot-rug
clock-car-mop	car-clock-mat	hat-horse-star

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the final sound of familiar words. Children also will identify and name the letter J.

Key Concepts

Review: Concentrate

Materials Needed

*Picture cards (see Be Prepared)

Chart paper

*Letter J card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: We are learning how to concentrate on the sounds we hear at the end of a word. We know that we pay close attention to something when we concentrate. Today we will play our *What is the Word?* game with picture cards.

ACT: [*Place the following picture cards on the floor where they can be easily seen by children: block, bell, cat. Encourage children to name the item/ animal on each card.*]

I am going to say the ending sound of a word. Please try to find the picture card of the word I am saying.

Let's try the first word. Listen carefully. This word ends with the /k/ sound. What is the word?

[*Pause as children look for the word that ends with the /k/ sound. If children name the item, repeat the name and ending sound.*]

The word is "block." It ends with the /k/ sound.

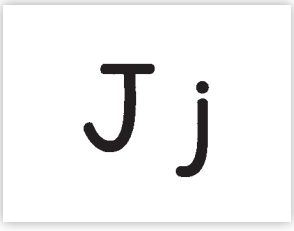
[*Continue with another set of three cards. Provide each child with a turn to identify a word. Follow the procedure below for each set of three picture cards:*

- *Place a set of three picture cards on the floor. Encourage a child to say the name of each item/animal pictured.*
- *Say the ending sound of an item/animal on one of the cards and ask the child to please say the word. Example: "This word ends with the /g/ sound. What is the word?"*
- *If a child names the item/animal, repeat the name and ending sound.*
- *If a child is unable to name the item/animal, review each of the three cards. Example: "We know this is a picture of a sock. Does the word 'sock' end with a /g/ sound?"*

Repeat for each set of three cards listed in Be Prepared. Involve a different child with each set.]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter J card.*]



Yelm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

ASK: Does anyone know the name of this letter?

ACT: This is the letter J. We can write the letter J in two ways. We can write the letter J like this.

[*Demonstrate writing an uppercase J at the top of a chart paper.*]

This is an uppercase J.

We can also write the letter J like this.

[*Demonstrate writing a lowercase j at the top of a chart paper.*]

This is a lowercase j.

Last week we learned about a rainforest. We know that another name for a rainforest is "jungle."

The word "jungle" begins with the letter j. I will write the word "jungle" on our chart. I am going to write "jungle"with a lowercase (small letter) j.

[*Say each letter as you write the word. Emphasize j.*]

Let's all say the word "jungle."

[*Invite a volunteer child to point to the letter j in the word "jungle."*]

Let's look at the very first letter of our name. Pop up if you have the letter J 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 J at the beginning of their name. If there are children whose name begins with the letter J who do not stand, point to the letter J on their name card. Compare the letter J in their name as you hold the letter J card next to their name card.*

If no one in the group has a first name beginning with the letter J, say "No one popped up because no one has a name that starts with the letter J." 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 J.

If a child indicates there is a letter J 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 j that appears somewhere else in a child's name.]

RECAP: Today we played another game about sounds at the end of words. We used picture cards. We found a picture card that had the same ending sound as the sound I said.

We also learned about the letter J. What word begins with the letter j? (jungle)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 2

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If children are unsure of the final sound of the word on their picture card, say the name of the picture card again as you enunciate clearly the final sound of the word. Then ask the child to repeat the word with you while enunciating clearly the final sound. Example: "This is a picture of a mop. /Mo/-/p/-/p/-/p/. Let's say the word together: 'mop.'" ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: mat; clap when you say the /t/ sound.

Enrichment ■ Encourage children to identify the beginning sound of the picture on a card.

Center Activity

Provide *picture cards with pictures that end in sounds children are familiar with. Examples: bell, cat, dog, fan. Invite children to say the final sound of each word.

*Printables provided

Family Child Care

Pair older and younger children and play a final sound game. Give each pair of children a final sound, and ask the pair to find an item that ends with the same final sound. Example: "Find something that ends with the sound /g/." Encourage children to think about items that end with the given sound before beginning their search.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to use counting on to add small groups.

Key Concepts

Review: Add
Count on

Materials Needed

Chart or paper

Marker

*Animal cards—1 per child

2 dice

Black construction paper circles (see Be Prepared)

Basket

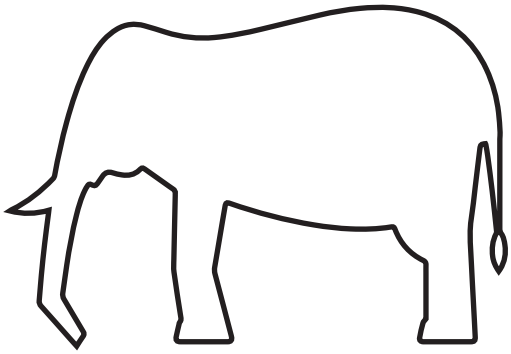
*Printables provided

Be Prepared: Cut from black construction paper 12 circles per child.

BEGIN: Today we will play a game called *Animal Spots*. We will add spots as we play our game. What happens to our group when we add more items? (it gets larger)

EXPLAIN: Each of us will get an animal cutout to use during our game.

[*Give each child one animal cutout.*]



- We will use two dice for our game today. Each of us will get a turn to roll the dice.
- After we roll both dice, we will add the number of dots on one die to the number of dots on the other die.
- Then we will count out the same number of spots from the basket to put on our animal.
- When we are done, we can see which animal has the most spots and which animal has the fewest.

Let me show you how to play.

[*Roll the dice and add the number of dots by first counting the dots on the die with the larger amount, and then count on to add the number of dots on the second die. Example: "There are four dots on the first die. There are two dots on the second die. I will start with the group of four dots because it is larger than the group of two dots. I will count on as I add both groups of dots: 4, 5, 6. There are six dots all together."*]

Now I will count the same number of spots from the basket and put them on my animal.

[*Place the corresponding number of spots on your animal cutout.*]

Now we can all play!

ACT: [*Encourage children to take turns as they follow the above procedure. After each child has placed spots on their animal, discuss which animal has the most spots and which has the fewest. Invite children to remove the spots from their animal cutout and place them in the basket. Continue as time permits.*]

RECAP: Today we played a game called *Animal Spots*. We rolled two dice and added the number of dots together to find out how many spots to put

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

on our animal. We then figured out which animal had the most spots and which animal had the fewest spots.

Scaffolding Tips

Extra support ■ With children, point to each spot as you count on together.

Enrichment ■ Ask children how many spots they would have if they had two more.

123 Center Activity

Invite children to practice building "cube trains." Encourage children to choose two cards from a pile of *small numeral cards 1–5 and then count out the corresponding number of Unifix® cubes for each card. Invite children to count on as they snap the two groups together to add them.

*Printables provided

Family Child Care

Practice adding groups throughout the day. Example: "Emily has two crackers, John has three crackers. Let's count on as we find out how many crackers they have all together."

The *Animal Spots* game is described 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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 2

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: Vehicle

Review: Focus

Materials Needed

*3 pictures as shown

3 circles with vehicle pictures (see Be Prepared)

3 different circles with 3 different vehicle pictures (see Enrichment tip)

*Printables provided

Be Prepared: Tape the picture of a car on a black circle, the picture of a train on a blue circle, and the picture of a boat on an orange circle. Keep the tape loose because the pictures will be removed during the activity.

If time permits, offer *The Freeze Game* from Week 34, 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 34, 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. We know that when we focus on something, we 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 vehicle. A **vehicle** is something that takes us from one place to another.

We will play the game again with colored circles. Our colored circles will have vehicle pictures on them.


Mike Mercure/flickr/(CC BY-NC 2.0)

[*Display each circle as you describe it.*]

I have a black circle with a car on it, a blue circle with a train on it, and an orange circle with a boat on it. When I hold up the black circle, we will make a noise like a car. When I hold up the blue circle, we will make a noise like a train. When I hold up the orange circle, we will make a noise like a boat.


ATOMIC Hot Links/flickr/(CC BY-NC-ND 2.0)

- What noise does a car make? (beep, beep)
- What noise does a train make? (choo, choo)
- What noise does a boat make? (hoooooonk)

Let's try it!


Seong-Woo Seo/flickr/(CC BY-NC 2.0)

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,*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

hold up one of the circles and encourage children to make a noise like the pictured vehicle. Try not to say what the vehicle is, however. Encourage children to look at the visual cue. Try this 2–3 times.]

This time I am going to remove the pictures from the circles (or use the side without the vehicle picture). Each time I hold up a circle, we need to make a noise like the vehicle that was on the circle before I removed the vehicle picture.

- We need to remember the vehicle that was on each circle.
- What vehicle was on the black circle? (car)
- What vehicle was on the blue circle? (train)
- What vehicle was on the orange circle? (boat)
- I will choose a different vehicle 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 make a noise like the vehicle that was previously on the circle. 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 made noises like different vehicles. What things changed during the game? (made noise like a different vehicle each time, used colored circles)
- What would happen if we didn't watch or listen carefully during the game? (we wouldn't know which vehicle noise to make)

Scaffolding Tips

Extra support ■ If children need additional assistance in remembering the vehicle previously on the colored circle, say the vehicle name when you hold up the circle. ■ If children continue an action after it is 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 *Sleeping, Sleeping*: Use three different vehicles on colored circles (helicopter, police car, race car).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 2

Focusing & Remembering *continued*

Self-Regulation

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 2

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand that a volcano is a type of mountain that can be a dangerous habitat for animals and plants.

Key Concepts

New: Volcano
Erupts
Lava

Review: Peak

Materials Needed

*2 pictures as shown

*Printables provided

Optional Reading

Volcanoes! (National Geographic Readers) by Anne Schreiber

Be Prepared: As an optional supplement to the following activity, offer an "exploding volcano." You will need the following materials: baking soda, dish soap, vinegar, small water bottle, paper towels.

(1) Place 2 tsp. baking soda in a 12 oz. water bottle. (2) Pour 1 tsp. of dish soap into the water bottle. (3) Pour 1 tsp. vinegar into the water bottle and watch as the water bottle volcano erupts.

BEGIN: We are learning about a mountain habitat. We know that a mountain is a very high piece of land. What do we call the pointed top of a mountain? (peak) Sometimes there is snow on the peak of a mountain.

EXPLAIN: Today we will learn about a kind of mountain called a volcano. A **volcano** is a mountain with a hole in the middle. Not all mountains are volcanoes. A volcano is different from other mountains because it has a hole in the middle of it.

[*Display two pictures of a volcano.*]





ASK: What difference do we see in these two pictures of a volcano?

[*In one of the pictures something is coming out of the volcano.*]

EXPLAIN: One of our pictures shows hot liquid coming out of the hole at the top of the volcano. The volcano is erupting in this picture. When something **erupts**, it explodes loudly. The hot liquid coming out of the volcano is dangerous. It is called **lava**.

ASK:

- Have you ever seen a volcano erupt in a movie or on television?
- What was it like?
- Do you think animals and plants could live on a volcano that was erupting?
- Why?

EXPLAIN: A volcano does not erupt very often. Many volcanoes have not erupted for a very, very long time. The ground near a volcano often moves or shakes before an eruption happens. A mountain that is a volcano can be a very dangerous habitat for animals and plants to live in. Scientists who study volcanoes usually can warn people before a volcano erupts.

ASK: Why do you think it is a good idea to warn people before a volcano erupts? (people need to get away from a volcano before it erupts, the hot lava can hurt people and other living things)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science

EXPLAIN: We are going to pretend we are an erupting volcano. Let's wrap our arms around our legs as we sit on the floor like a volcano.

ACT: [*Encourage children to sit with their knees pulled to their chest and their arms wrapped around their legs.*]

Before a volcano erupts, the ground around the volcano often moves or shakes. Let's pretend the ground around us is beginning to move and shake.

[*Encourage children to move their bodies as if the ground around them is shaking.*]

We are getting ready to erupt. When we erupt, we will explode loudly. When I say "Erupt!" let's jump to our feet and say "boom!"

[*Encourage children to pretend to erupt like a volcano when you say "Erupt!"*]

RECAP: Today we learned that a volcano is a mountain with a hole in the middle. Most mountains are not volcanoes. When a volcano erupts, a hot liquid, called lava, may come out of the volcano. A mountain that is a volcano can be a very dangerous place for animals and plants to live.

Scaffolding Tips

Extra support ■ Show a straw to help children better understand the hole in the middle of a volcano. Explain that the hole in the middle of a volcano is a tunnel that moves hot liquid (lava) upward.

Enrichment ■ Explain there are volcanoes under the ocean also. Invite children to think about whether a volcano erupting under the water might be as dangerous as a volcano erupting above the water. Why or why not?

Center Activity

Invite children to draw a picture of a volcano in their science journals. To provide references, supply several books about volcanoes, such as *Volcanoes! (National Geographic Readers)* by Anne Schreiber, and *Jump into Science: Volcano!* by Ellen J. Prager.

Family Child Care

If you have access to the Internet, look for a video of an erupting volcano that children can watch.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

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 J.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter J card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

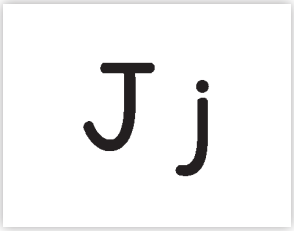
*Printables provided

BEGIN: [*Display letter J card.*]

What is the name of this letter?

[*Point to the uppercase letter J on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter J?



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.*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 3

Counting Things

123 Mathematics

Be Prepared: Organize a simple, two-column chart as shown. Include a cutout of a boy and a cutout of a girl.

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand how to add and subtract.

Key Concepts

Review: Add
Subtract

Materials Needed

Prepared chart paper (see Be Prepared)

*Boy and girl cutouts (see Be Prepared)

Marker

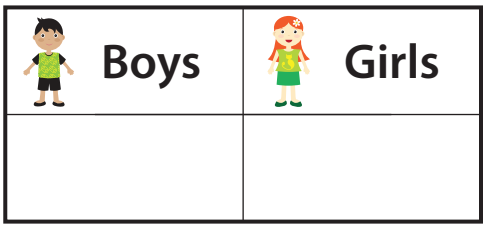
*Printables provided

Optional Reading

Monster Math Picnic by Grace Maccarone

BEGIN: We are learning about adding and subtracting. What happens to a group when we add more items? (it gets larger) What happens to a group when we subtract items? (it gets smaller)

EXPLAIN: [*Display prepared chart and point to its parts as you describe them.*]



Today we will use a chart to help us find out how many children are in a group. We will count how many boys and girls are in a group. Then we will add to see how many children we have all together in our group.

Please come to the chart and put a mark under boy or girl when I call your name.

ACT: [*Invite five boys and two girls to the chart. One at a time, invite children to put a tally mark under boy or girl. Invite children to have a seat.*]

- How can we find out how many boys are in our boy group? (count the marks)
- How can we find out how many girls are in our girl group? (count the marks)

Let's count the number of boys in our boy group, and then I will write the total number of boys on our chart.

[*Lead children in counting the tally marks for boys by touching each mark as you count. Write below the tally marks the numeral that represents the number of tally marks in the "boys" section.*]

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

[*Lead children in counting the tally marks for girls by touching each mark as you count. Write below the tally marks the numeral that represents the number of tally marks in the "girls" section.*]

We have five boys in our boy group and two girls in our girl group.

How can we find out how many boys and girls we have all together? (add together the number of boys and the number of girls)

We can add by counting on. Let's start with the largest group. The boy group has five. Five is larger than two. Let's count on as we begin with the boy group: 5, 6, 7.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

[*Point to each tally mark as you count on.*]

How many children do we have all together? (seven)

[*Invite the same five boys and two girls to the chart.*]

Let's subtract two boys from our group of seven children.

[*Encourage two boys to have a seat.*]

Two boys from our group sat down. Let's erase two marks from our chart because we subtracted two boys from our group.

[*Erase two tally marks from the chart.*]

How can we find out how many children we have remaining in our group? (we can count the number of children, we can count the number of tally marks)

[*Lead children in counting as you point to and count the number of tally marks remaining on the chart.*]

EXPLAIN: We started with seven children in our group. We subtracted two boys. Now we have five children left in our group.

RECAP: Today we added and subtracted to find out how many children were in a group.

Scaffolding Tips

Extra support ■ Invite children who are learning to count groups of items to help you point to and count each group of tally marks.

Enrichment ■ Invite children to tell how many children are left in the group after you've erased the two tally marks without counting first.

123 Center Activity

Invite children to go "subtraction bowling." Place 10 paper cups on the floor. Invite children to roll a small ball to knock down the cups. Then determine the number of cups left standing.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Family Child Care

Determine the number of cats and dogs in children's families. Ask children the number of dogs and cats in their families and add the totals together to find out how many pets are in the entire group. Example: "We have two cats and three dogs in our group. How many pets do we have all together?" Then use the pet groups to practice subtraction. Use different pets if children have other types of pets in their homes.

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 3

Being Responsible

Social-Emotional

Be Prepared: Cut apart the 12 provided scenarios and place in a basket.

3-5 YEARS

Small Group

Skill and Goal

Personal responsibility

Children will understand what it means to be responsible.

Key Concepts

New: Responsible

Materials Needed

Basket

*Being Responsible scenarios

Also Promotes

Self-Regulation

*Printables provided

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

Let's spend some time today talking about what it means to be responsible. Responsible is a big word. Let's together say the word "responsible": re-spon-si-ble.

What is your idea of what it means to be responsible?

EXPLAIN: We are **responsible** when we make good choices about how we take care of ourselves and how we treat others and the things around us.

There are many good choices we can make about taking care of ourselves. We can think about:

- putting away the things we play with
- doing healthy things like brushing our teeth and washing our hands
- helping make our bed at home
- cleaning up after ourselves
- doing things to calm down when we get upset about something
- following rules

There are many good choices we can make about how we treat others and the things around us. We can think about:

- helping others during cleanup in our classroom
- being friendly to others
- helping our family do things like clearing our dishes from the table after a meal
- feeding our pets
- recycling

Sometimes it is hard to do what we are expected to do. There may be something else we want to do. We may want to play outside when it is our turn to help set the table for a meal at home. We may want to keep playing instead of stopping to go get a tissue and wipe our nose.

Today we will learn more about being responsible.

[*Display basket.*]

In this basket are pieces of paper with a short story on each. Each of us will take a turn to choose one piece of paper from the basket.

Elm Early Learning Matters

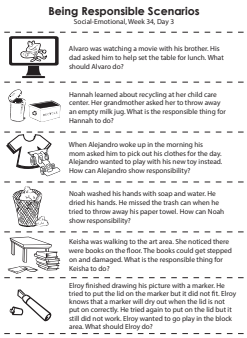
Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34
DAY 3

Being Responsible *continued*

Social-Emotional

I will read the story on your piece of paper. Then we will talk about what the child in the story could do to be responsible.


Being Responsible Scenarios
Social-Emotional, Week 34, Day 3

Alvaro was watching a movie with his brother. His dad asked him to help set the table for lunch. What should Alvaro do?

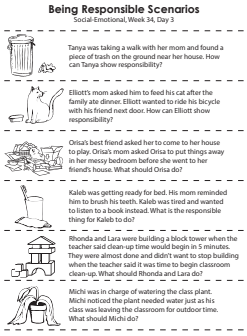
Hannah learned about recycling at her child care center. Her grandmother asked her to throw away an empty milk jug. What is the responsible thing for Hannah to do?

When Alejandro woke up in the morning his mom asked him to pick out his clothes for the day. Alejandro wanted to play with his new toy instead. How can Alejandro show responsibility?

Noah washed his hands with soap and water. He dried his hands. He missed the trash can when he tried to throw away his paper towel. How can Noah show responsibility?

Keisha was walking to the art area. She noticed there were books on the floor. The books could get stepped on and damaged. What is the responsible thing for Keisha to do?

Elroy finished drawing his picture with a marker. He tried to put the lid on the marker but it did not fit. Elroy knows that a marker will dry out when the lid is not put on correctly. He tried again to put on the lid but it still did not work. Elroy wanted to go play in the block area. What should Elroy do?


Being Responsible Scenarios
Social-Emotional, Week 34, Day 3

Tanya was taking a walk with her mom and found a piece of trash on the ground near her house. How can Tanya show responsibility?

Elliott's mom asked him to feed his cat after the family ate dinner. Elliott wanted to ride his bicycle with his friend next door. How can Elliott show responsibility?

Orisa's best friend asked her to come to her house to play. Orisa's mom asked Orisa to put things away in her messy bedroom before she went to her friend's house. What should Orisa do?

Kaleb was getting ready for bed. His mom reminded him to brush his teeth. Kaleb was tired and wanted to listen to a book instead. What is the responsible thing for Kaleb to do?

Rhonda and Lara were building a block tower when the teacher said clean-up time would begin in 5 minutes. They were almost done and didn't want to stop building when the teacher said it was time to begin classroom clean-up. What should Rhonda and Lara do?

Michi was in charge of watering the class plant. Michi noticed the plant needed water just as his class was leaving the classroom for outdoor time. What should Michi do?

ACT: [*Pass the basket around the circle and invite each child to select one piece of paper. If a child mistakenly selects more than one piece of paper, encourage the child to return the paper to the basket rather than pass the piece of paper to another child. Each child should have an opportunity to select a piece of paper from the basket.*]

We will take turns in the order we are seated in the circle. This will give us a chance to practice waiting patiently for our turn. Let's start with (child) and then move around the circle like this.

[*Move your arm in a pronounced manner to show the circle direction you will follow.*]

(Child), please look at the picture on your piece of paper and tell us what you think the story might be about.

Now please pass your piece of paper to me so I can read it aloud.

[*Read scenario with voice inflections and facial expressions appropriate to the story to encourage child engagement. Keep the sheet of paper in a small pile near you.*

Invite the child who selected the piece of paper to respond to the question in the scenario. Avoid an awkward waiting period if the child does not offer an idea.

Then ask other children why the suggested response is a good choice. Example: "Maria talked about how Elliot should feed his cat before he rides his bicycle with his friend. Why is this a good choice?" In discussing reasons with children, emphasize benefits of helping others, being friendly, staying healthy, calming ourselves down when we get upset, etc.]

RECAP: Today we talked about different ways we can be responsible. What does it mean to be responsible? (to make good choices about how we take care of ourselves and how we treat others and the things around us)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 3

Being Responsible *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ If children seem confused about a scenario, display the picture on the sheet of paper and use your own words to describe again the situation. You also may wish to use a puppet to describe the situation. ■ Review activity plans on helping others, being friendly, and what to do if we are angry with children who may need additional reminders (Self-Regulation Weeks 7, 8, and 12).

Enrichment ■ Ask children to tell about times they have made good choices about taking care of themselves and how they treated others.

Center Activity

Provide paper and drawing tools. Invite children to draw a picture of themselves (or someone else) doing something responsible.

Family Child Care

Invite each child to work with a family member to make a list of ways to be responsible at home. Encourage children to describe their list to other children in your setting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 3

Exploring Habitats

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of habitats

Children will understand characteristics of some animals that live in a mountain habitat.

Key Concepts

New: Snow leopard
Mountain sheep
Cliff

Review: Peak

Materials Needed

*4 pictures as shown (1 shown in Extra Support tip)

Also Promotes

Physical/Health

*Printables provided

Optional Reading

What Can Live in the Mountains? by Sheila Anderson

Be Prepared: Firmly tape two sets of 8–10 sheets of paper to the floor to create two separate jagged lines. Place some sheets closer together and others farther away from each other.

BEGIN: This week we are learning about a mountain habitat. We know that a mountain can be cold and windy and have many rocks.



[*Display picture of a mountain.*]

There can be snow and ice near the peak of a mountain. Remember, a peak is at the top of a mountain.

We know that some plants and animals can live on a mountain.

ASK: How do some plants live on a mountain? (grow close to the ground, have long roots so they can grow in rocks)

EXPLAIN: Today we will learn about some animals that can live on a mountain.

Animals that live on a mountain must be able to climb and jump across high rocks. They also must be able to keep warm in the snow and ice that can cover the peak of a mountain.



Tim Ellis/flickr/(CC BY-NC 2.0)

[*Display picture of a snow leopard.*]

This is a picture of an animal that can live on a mountain. The animal is a snow leopard. The **snow leopard** is a large, wild cat that lives near the snowy peak of a mountain.

ASK:

- What do you notice about the snow leopard's paws? (wide)
- What do you notice about the snow leopard's fur and tail? (thick fur, long and fluffy tail)

EXPLAIN: The snow leopard's thick fur keeps it warm. The snow leopard's wide paws help it walk in snow and ice.

Snow leopards have the longest tail of any kind of cat. Snow leopards use their long fluffy tails to help keep warm. They wrap their tails around themselves like scarves.

Snow leopards live in only some parts of the world. Most mountains do not have snow leopards.

Now we will learn about another animal that can live on a mountain.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Habitats *continued*

Science



[*Display picture of a mountain sheep.*]

This animal is called a mountain sheep. A **mountain sheep** is a type of sheep that lives in the mountains in some parts of the world.

There are many kinds of mountain sheep. Mountain sheep can be different sizes and colors. Their horns can be different sizes. Mountain sheep live on the rocky cliffs of a mountain. A **cliff** is the high side of a rocky mountain.

[*Point to the rocky cliff in the picture of the mountain sheep.*]

Mountain sheep eat grass and small plants they find on a mountain. Some mountain sheep use their horns for fighting other mountain sheep. They sometimes fight to decide which one is in charge. Mountain sheep are good at jumping and climbing on rocks.

ASK: Why do you think it is important for mountain sheep to be able to jump and climb on rocks of a mountain? (to get around on a mountain, to keep safe)

EXPLAIN: A mountain sheep must jump and climb on rocks all of the time. Let's pretend we are mountain sheep, jumping from rock to rock.

There are pieces of paper on our floor that we can pretend are rocks on a mountain. We can pretend we are jumping from rock to rock to get to the peak of the mountain.

ACT: [*Invite children to stand in two lines behind each set of "rocks." Encourage children, one at a time at each set of rocks, to take turns pretending to jump from "rock" to "rock."*]

RECAP: Today we learned about two animals that can live in a mountain habitat. How does the snow leopard's tail help it live in the mountains? (keeps it warm like a scarf) Why is it important for mountain sheep to be able to jump and climb? (to move around in a rocky place and to avoid predators)

[*If time permits, teach children the adjacent rhyme about a snow leopard.*]

Snow Leopard Rhyme

I am a snow leopard spotted and strong,
My warm tail is fluffy and long.
I live on a mountain up so high,
I eat animals I find nearby.

Snow leopard, snow leopard, spotted and strong,
Living on a mountain all year long!

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 3

Exploring Habitats *continued*

Science

Scaffolding Tips

Extra support ■ Point to the horns of the pictured mountain sheep when you mention its horns. ■ Wrap a scarf or a scarf-like item around your shoulders or neck to demonstrate how the snow leopard uses its tail to keep warm. ■ Display the picture of a domestic sheep to engage children in a comparison of physical characteristics of domestic and mountain sheep.



David Martyn Hunt/flickr/(CC BY 2.0)

Enrichment ■ Encourage children to think about how the mountain sheep's long legs help it climb up, across, and down rocks.

Center Activity

Invite children to continue the mountain sheep activity. Place the pieces of paper on the floor in a section of the room. You may increase the challenge of the activity by including curves in the arrangement of pieces of paper.

Family Child Care

Encourage children to notice the difference in the length of legs of a snow leopard and a mountain sheep. Children can pretend they are a snow leopard moving from "rock" to "rock" with legs that are much shorter than the legs of a mountain sheep.

This activity is informed by the following source: Animal Wire. (2013, July 1). Rare snow leopards of Asia [Video file]. Retrieved from https://youtu.be/EyuUWq3UjnY

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 4

Understanding Letters

Language/ Literacy

Be Prepared: Prepare a chart with the words "bat," "hid," "tub," and "run" listed across the top.

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the new word made after taking away the final sound from a word and adding a different final sound. Children also will understand the name and sound of the letter J.

Key Concepts

Review: Concentrate

Materials Needed

- Prepared chart (see Be Prepared)
- Marker
- Chart paper
- *Letter J card
- *4 letter J picture cards
- Children's letter journals
- Writing tools—1 per child
- List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to play another game with ending sounds. We will play this game by taking away the ending sound from a word and adding a new ending sound. When we do this, we will make a new word.

EXPLAIN: [*Display chart.*]

We will use a chart to help us make new words. Let's look at the four words at the top of our chart.

[*Point to and read each word listed at the top of the chart. Pause between the two parts of the word.*]

Please listen carefully as I say the first word on our chart: ba-/t/. I'll say it again: ba-/t/.

ASK: What word am I saying? (bat)

EXPLAIN: Now we will take away the ending sound from the word "bat" and add a different ending sound to make a new word. The ending sound in the word "bat" is /t/. Let's take away the /t/ sound from the word "ba-/t/" and add the ending sound /g/.

[*Write the word "bag" on the chart below the word "bat." Point to the final sound of each word as it is explained.*]

Please listen to the new word: ba-/g/. We took away the ending sound /t/ from the word "bat" and added the new ending sound /g/. Our new word is bag.

Let's try our next word. Listen carefully as I say the word: hi-/d/.

ASK: What is the word? (hid)

EXPLAIN: Now let's take away the ending sound from the word "hid" and add a different ending sound to make a new word. The ending sound in the word "hid" is /d/. Let's take away the /d/ sound from the word "hi-/d/" and add the new ending sound /m/.

[*Write the word "him" on the chart below the word "hid." Point to the final sound of each word as it is explained.*]

Please listen to the new word: hi-/m/. We took away the ending /d/ sound from the word "hid" and added the new ending sound /m/. Our new word is him.

Let's try some more.

Elm Early Learning Matters

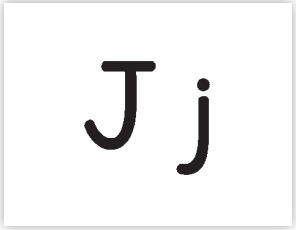
Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

ACT: [*Continue the above procedure for children to make a new word by taking away the final sound of a word and adding a different final sound. Offer as many of the following words as possible, depending on time and child interest:*]

bat	**hid**	**tub**	**run**
bag	him	tug	rub
bad	hip	tuck	rug
back	hit		rut

EXPLAIN: Let's learn more about the letter J.



[*Display letter J card.*

If a child(ren) whose name begins with the letter J 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 J when you say the name.]

Maybe someone in our group has the letter j somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase j, and it will look like this.

[*Point to the lowercase j on the letter card.*]

Pop up if you have the letter j somewhere else in your name (not at beginning).

[*If a child has the letter j somewhere else in his/her name, point to the name and to the letter j on the list of children's first names, so all children can see the name and the letter j.*]

ASK: What is our word that begins with the letter J? (jungle)

ACT: The letter J says /j/, just like at the beginning of the word "jungle." /j/, /j/, jungle. Let's say that together: /j/, /j/, jungle.

I have two pictures of things that begin with the letter J. I wonder what they could be?





Greg Nelson/flickr/(CC BY-NC-ND 2.0)





Airman Magazine/flickr/(CC BY-NC 2.0)

[*Hold up one picture card and invite children to identify the item in the picture. After children have an opportunity to guess or say the pictured item, point to and say the word written at the bottom of the card. Example: "This word says jet. The letter j is at the beginning of the word." Repeat this procedure with a second picture card.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

Let's think of some other words that begin with the letter J and write them on our chart. Remember, the letter J says /j/, /j/.

[*Help children by suggesting other words that begin with j. Examples: jump, jacket, journal, jog.*

Invite one or more volunteer children to find the letter j 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 J on your chart paper.]

We use one line to make an uppercase J. We begin by making a straight line down and then the line curves at the bottom.

[*Give each child his/her letter journal.*]

Now we are going to write the letter J in our letter journal. Please write the uppercase (big) letter J in your journal. "Journal" begins with the letter J! Let's together write as much of the letter as you can.

RECAP: Today we played another ending sound game. We figured out the new word made after taking away the final sound from a word and adding a different final sound.

We also learned that the letter J says /j/, just like at the beginning of the word "jungle." We made the uppercase (big) letter J in our letter journal. "Journal" also begins with the letter J. Let's say together the sound the letter J makes (/j/).

Scaffolding Tips

Extra support ■ If children are unsure of the final sound of the new word, say the word as you enunciate clearly the final sound of the word. Then ask the child to repeat the word with you while enunciating clearly the final sound. ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: swim; clap when you say the /m/ sound. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Some children may be interested in your demonstrating and describing how to make a lowercase j. Example: "A lowercase j is made with a straight line that curves at the bottom and then a small dot."

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 4

Understanding Letters *continued*

Language/ Literacy

Center Activity

Prepare four index cards with the words "bat," "hid," "tub," and "run" listed on each. Provide paper, chart used in today's activity, and writing utensils. Invite children to copy the word(s) on a sheet of paper and draw a picture of the item. Encourage children to write and draw pictures of other words listed on the chart that have a different final sound.

Family Child Care

Play another final sound game. Give each child a *picture card and invite them to find another child with a picture card that has the same final sound. Example: If you have six children, use three sets of picture cards with different final sounds. Example: bread, cloud, mop, sleep, chalk, beak. After children have found their match, try it again with different picture cards.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will understand how to count the number of items left after they subtract.

Key Concepts

Review: Subtract

Materials Needed

Counters—10 per child

Die

Optional Reading

1 Hunter by Pat Hutchins

BEGIN: Let's count to 20 together. Let's clap our hands each time we say a number. How many times will we need to clap? (20)

[*Lead children in clapping and counting to 20.*]

ACT: Today we will practice subtracting by playing a game. We will each get 10 circles (counters).

[*Give each child 10 counters.*]

Please count your group of 10 circles to be sure you have 10.

[*Observe children as they point to each counter as they count them.*]

EXPLAIN: We will use one die for our game. Each of us will have a turn to roll the die and count the number of dots on the die. Then we will subtract the same number of circles from our group of 10. Remember, when we subtract, we take away.

I will go first. Please watch how I play the game.

[*Roll the die and count the number of dots on the face of the die. Then subtract the same number of counters from the group of 10.*]

How can I find out how many circles are left in my group? (count the number of circles left)

Please help me count the number of circles I have left.

[*Lead children in counting the number of counters left as you point to each one.*]

How many circles do I have left in my group? I have __ circles left after I subtracted __ circles.

Now it is your turn to try!

ACT: [*Encourage children take turns as they follow the above procedure. Help, if necessary. After all children have had a turn, ask the following questions:*]

- Who has the most circles left in their group?
- Who has the fewest circles left in their group?
- Are any of our groups equal?

RECAP: Today we practiced subtracting by rolling a die, counting the number of dots on the die, and then subtracting the same number of circles from our group. How did we find out how many circles we had left in our group? (we counted them)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra Support ■ If children need additional experience with counting larger groups of items, have them start with a smaller group of counters.

Enrichment ■ After they've subtracted, invite children to look at their remaining counters and determine how many counters they would have left if one more counter was subtracted.

123 Center Activity

Provide two baskets of Legos®. In the first basket, place Lego® pieces with six or more sections. In the second basket, place Lego® pieces that have 1–4 sections. Invite children to choose a Lego® from the first basket and a Lego® from the second basket. Encourage children to subtract the number of sections on the smaller Lego® from the number of sections on the larger one. This can be done by snapping the smaller Lego® to the larger Lego® and counting the sections that are not covered.

Family Child Care

Practice subtracting groups throughout the day. Example: "Sofia was playing with three dolls. She shared one doll with Marco. How many dolls does Sofia have left?"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 4

Understanding Time

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Concepts of time

Children will understand some of the games played by pioneer children.

Key Concepts

Review: Fiddle
Pioneer

Materials Needed

Marbles
Yarn
Dominoes
Rope
Chalk
Rock
Straws
Button
A Little Prairie House by Laura Ingalls Wilder (see Extra Support tip)

Also Promotes

Self-Regulation

Be Prepared: Today's activity engages children in games played by young children who lived long ago. The games are easy for children to learn. Six options are described in the activity plan. Use as many games as time and space permit. Outdoor space or an indoor room designated for large motor activity will allow you to set up several games in advance and encourage children to rotate through games. Alternatively, games may be engaged in, one or two at a time in your classroom.

BEGIN: We are learning what it was like to live long ago. Last week we read a book about how a little girl named Laura traveled across the prairie with her family. The family built a house with logs.

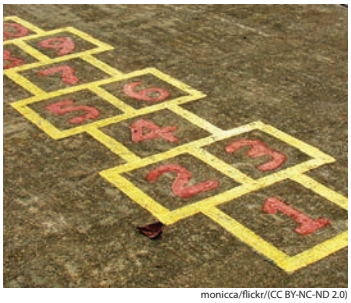
Laura's dad was called Pa. Pa liked to play the fiddle. Remember, a fiddle is a musical instrument. It is also called a violin. The family had fun times together when Pa played his fiddle.

EXPLAIN: Today we are going to learn about some of the fun things that pioneer children did together. Pioneer children liked to play games, just like we do. Remember, a pioneer is one of the first people to explore or settle a new country or area.

We will play several games that pioneer children played. Maybe Laura and her sister Mary played some of these games, too.

ACT: [*Describe how each game is played. If you are able to set up several games, invite children to rotate from game to game.*]

- **Marbles**—A ring is made with yarn on the floor and marbles are placed inside the ring. Players try to knock the marbles out of the ring with a larger marble, which is called a knuckler. Players take turns trying to knock out a marble.
- **Dominoes**—Children in your classroom may be familiar with this game. Ensure that each player has the same number of dominoes at the beginning of the game. Encourage children to take turns trying to match dots on the dominoes.
- **Jump Rope**—Use a length of rope with knots tied at the ends, instead of a modern-day jump rope, to make the rope more representative of the past.
- **Hopscotch** (for outdoor space)—Draw a hopscotch grid with sidewalk chalk and invite children to roll a rock to a number. Encourage children to jump on each number and skip over the number with the rock. Encourage children to say the names of the numbers as they jump to each one.



monicca/flickr/(CC BY-NC-ND 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

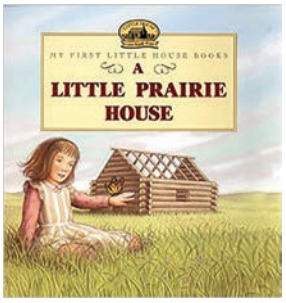
Understanding Time *continued*

Social Studies

- **Pick Up Sticks**: Place straws in a pile shaped like a haystack and encourage children to take turns removing a straw. The game ends when someone removes a straw and the whole stack falls down. Play again!
- **Who Has the Button**: Players form a circle. The person who is "it" closes his/her eyes and stands outside the circle while the other players pass a button around the circle. One person hides the button behind his/her back. The person who is "it" gets three chances to guess who is hiding the button. If the person who is "it" guesses correctly, he/she exchanges places with the button holder and the game begins again. If the person who is "it" does not guess correctly, an adult chooses another child to make three guesses about who is hiding the button.

RECAP: Today we played some games that children played long ago. Which game was your favorite?

Scaffolding Tips



Extra support ■ Display and describe illustrations from the Week 33 book if children need help recalling the characters or remembering what a fiddle looks like. To emphasize how Laura's family had fun together, it may be helpful to show the picture of Mr. Edwards dancing while Pa played his fiddle. ■ Some children may benefit from reminders of waiting patiently for their turn and/or carefully watching others play the game to see how it works (Self-Regulation Weeks 6 and 7).

Enrichment ■ **Marbles**: Invite players to try to knock out two marbles at the same time. **Dominoes**: As children place a domino, ask how many dots are on the domino. **Jump Rope**: Invite children to see how many times they can jump in a row. **Pick Up Sticks**: Encourage children to count how many straws they can remove before the stack falls. **Who Has the Button**: Encourage children to give a clue about who is hiding the button and see if they can guess the holder of the button in one guess!

Center Activity

Set up additional games popular in an earlier period for children to try. Examples: checkers, spinning tops, balls and cups (tie a small ball to a cup with yarn and invite children to try to swing the ball so that it lands in the cup), jacks, and *tic-tac-toe*.

Family Child Care

Encourage families to play at home their child's favorite game(s) from today's options.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

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 going to a health care provider to stay healthy.

Key Concepts

New: Doctor
X-ray
Checkup

Materials Needed

Froggy Goes to the Doctor by Jonathan London

Also Promotes:

Language and Literacy

BEGIN: We are learning how to stay healthy. Today we will learn how going to a doctor (or clinic) can help us stay healthy.

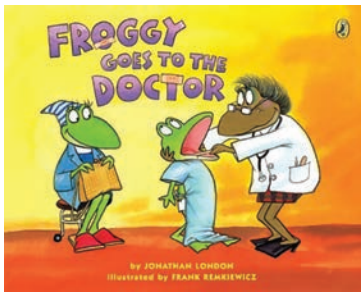
EXPLAIN: A **doctor** makes sure we are growing the way we should and helps us feel better when we are sick. Doctors have special training to help people stay healthy.

ASK: Have you ever been to a doctor's office (or clinic)? Tell us about it.

EXPLAIN: Sometimes we go to a doctor when we do not feel well. A doctor finds out what is making us sick and helps us get better. Sometimes a doctor gives us medicine to help us feel better. A doctor might take an X-ray to see if our bones are hurt. An **X-ray** is a picture of part of the inside of our body. A doctor can tell us what to do to feel better.

We are going to read a book about going to a doctor.

[*Display book cover.*]



Our book is *Froggy Goes to the Doctor*. The author is Jonathon London and the illustrator is Frank Remkiewicz.

ACT: [*After you read the book ask questions, such as the following:*]

- Why did Froggy go to the doctor?
- Was Froggy sick?
- What kinds of things did the doctor do to find out whether Froggy was healthy?

EXPLAIN: Sometimes we go to the doctor when we are not sick. In our book, Froggy was not sick. He went to the doctor for a checkup. In a **checkup**, a doctor makes sure we are growing the way we should and that we are healthy.

Let's think about the times we went to the doctor either when we were sick or when we went for a checkup.

RECAP: Today we read a book about Froggy and his visit to a doctor. Doctors help us stay healthy. A doctor can help us feel better when we are sick. A doctor can also do a checkup to make sure we are growing the way we should.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34
DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ In the discussion of the book, describe pertinent book pages to help children recall the story. Point to and describe illustrations.

Enrichment ■ Ask children who have been to a doctor to tell whether their doctor did similar or different things than the doctor in the book. ■ Explain that a checkup is also called a physical examination.

Center Activity

Create a doctor's office in the housekeeping center. Provide materials, such as latex gloves, masks, bandages, clipboards, old X-ray films, stethoscope, eye chart, old hospital gowns, exam and waiting room, and other items to promote health-related play.

Family Child Care

If a family member of a child in your setting is a health care provider, invite him/her to talk with children about keeping people healthy.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

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 J.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter J card

Book of your choice for this week's repeated reading

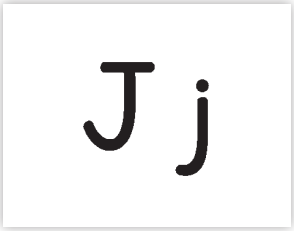
Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter J card.*]

What is the name of this letter? What sound does the letter J make?

Letter J says /j/, just like in "jungle." /j/, /j/, jungle. Let's together say /j/, /j/, jungle.



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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will practice adding and subtracting.

Key Concepts

Review: Add
Subtract

Materials Needed

Prepared chart or paper (see Be Prepared)

Large die

10 counters

BEGIN: We are learning more about how to add and subtract. What happens to our group when we add more items? (it gets larger) What happens to our group when we subtract items? (it gets smaller)

EXPLAIN: We practiced adding by playing a game called *Animal Spots*. We rolled dice and added both dice together. Then we placed the same number of spots on our animals.

Let's practice adding as we use our fingers. Please hold up four fingers on one hand and five fingers on the other hand. Now let's add the fingers on both hands to see how many fingers we have all together.

Let's start with our larger group of five fingers and then count on as we add our group of four fingers: 5, 6, 7, 8, 9.

ASK: How many fingers do we have all together? (nine)

EXPLAIN: This week we used ourselves to practice adding and subtracting. Let's try it again.

ACT: [*Invite two boys and three girls to the front of the group.*]

Let's first add our group of boys and our group of girls together. We will count on as we begin with our larger group of three girls: 3, 4, 5.

How many children are in our group all together? (five)

Let's subtract two girls from our group.

[*Invite two girls to sit down.*]

We had five children in our group and we subtracted two children.

How many children are left in our group? (three)

EXPLAIN: We also practiced subtracting by playing a game with 10 circles and a die. Let's practice subtracting again.

[*Roll a large die and count the number of dots on the face of the die. Then subtract the same number of counters from a group of 10 counters.*]

How can we find out how many circles are left in our group? (count the number of circles left)

Let's count the number of circles we have left.

[*Lead children in counting the number of counters left as you point to each one.*]

How many circles do we have left in our group? We have __ circles left after we subtracted __ circles.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 5

Counting Things *continued*

123 Mathematics

RECAP: This week we practiced adding and subtracting while playing games and counting groups of children.

Scaffolding Tips

Extra Support ■ For children who have not yet mastered addition and subtraction, offer examples with smaller groups.

Enrichment: ■ Invite three children to hold up a number of fingers on one hand. Encourage other children to add the three small groups together.

123 Center Activity

In the housekeeping center, invite children to place a number of food items on a plate and then pretend to eat some as they subtract the "eaten" items from their plate. Encourage children to then determine the number of food items left on the plate.

Family Child Care

Take children on an addition walk. Add as you observe things around you. Example: "I see four trees in that yard and two trees in the other yard. How many trees are there all together?"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 5

Understanding Time

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Concepts of time

Children will understand some ways to learn about things from long ago.

Key Concepts

New: Museum

Materials Needed

A Little Prairie House by Laura Ingalls Wilder

*3 pictures as shown

*Printables provided

BEGIN: We are learning many things about how people lived long ago. Today we will think about how we can learn more about things from long ago.

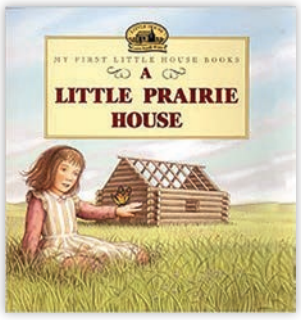
ASK: What kinds of things have we done to learn about how people lived long ago? (read a book, played games)

EXPLAIN: There are some other things we can do to learn about how people lived long ago. We could talk with an older person about what it was like to grow up long ago. We could look at pictures of things from long ago. We also could visit a museum that has things that were used long ago. A **museum** is a building where art and other important items are kept and displayed for people to see.

We first need to ask a question when we want to learn about something. Today let's ask this question: How did animals help people live long ago?

The book we read last week can help us answer our question about how animals helped people live long ago.

[*Display book illustration of two horses (mustangs) pulling the wagon.*]



ASK: Here is a picture of the two horses we read about last week. How did the horses help Laura's family move to the prairie? (they pulled the wagon)

EXPLAIN: The book told us that the horses pulled the family's wagon through the prairie grasses. There were no roads or paths for the horses to follow.


simpleinsomnia/flickr/(CC BY 2.0)

We know that pictures can tell us about how people lived long ago. Let's look at some pictures of animals from long ago to find some answers to our question. Remember, our question is: How did animals help people live long ago?

[*Display one at a time, the two pictures of animals helping people long ago.*]


Don Harrison/flickr/(CC BY-NC-ND 2.0)

ASK: How are the animals shown in these pictures helping people? (helping to plant a field, helping to pull a wagon)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 5

Understanding Time *continued*

Social Studies

EXPLAIN: Now let's look at a picture of an item from long ago that is displayed in a museum. Remember, we can learn about things from long ago by visiting a museum.

[*Display picture of a covered wagon.*]



Kevin Burkett/wikimedia/(CC BY-SA 2.0)

The wagon shown in this picture is now in a museum for people to see. We know that animals helped people long ago by pulling wagons.

ASK:
- What can you tell us about this wagon from long ago? (large wheels, cover on top, etc.)
- Does this wagon look like the wagon the mustangs pulled in our book?

RECAP: Today we talked about some ways to learn about things from long ago. We asked a question: How did animals help people live long ago? We answered our question by using a book and some pictures of animals long ago. We also looked at a picture of a wagon from a museum.

Scaffolding Tips

Extra support ■ Point to and describe how a horse was attached to a wagon as you display the picture in the book of the horses pulling the wagon. Compare this to the picture of the covered wagon in the museum. Point to the area on the wagon where pioneers would attach their horses. ■ It may help some children think about the horses in the book if you give the horses' names: Pet and Patty.

Enrichment ■ Ask children what it would be like to live long ago without horses. How could Laura's family have moved to the prairie? How could a family plow the fields?

Center Activity

Provide *pictures used during the activity and books with old photos. Encourage children to investigate pictures and items and compare them to how things look and work today. You may also wish to encourage children to make a log house out of craft sticks.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Time *continued*

Social Studies

Family Child Care

If you have access to the Internet, invite children to watch part of a *Little House on the Prairie* episode. This program is a good way for children to learn about life in part of the United States during the 1800s. Another option is to secure illustration-rich children's books from your local library about life in an earlier era. Example: *Children of Long Ago* by Lessie Jones Little.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 34

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand the importance of going to a dentist to keep our teeth healthy.

Key Concepts

New: Dentist

Review: Checkup
Cavity
X-ray

Materials Needed

*3 pictures as shown (1 shown in Enrichment tip)

*Printables provided

Optional Reading

Doctor De Soto by William Steig

BEGIN: Let's all give each other a big smile!

[*Encourage children to smile broadly so teeth are shown.*]

ASK:
- What do we see in our big smiles? (our teeth)
- How do we use our teeth? (to chew, talk)
- What do we call a doctor who helps us take good care of our teeth? (a dentist)

EXPLAIN: We use our teeth many times a day. We can take good care of our teeth by going to a dentist and by brushing our teeth. A **dentist** helps us have healthy teeth. A dentist does a checkup of our teeth to make sure they are growing the way they should. We learned about checkups yesterday when we talked about going to a doctor. A dentist can also fix problems we may have with our teeth. Most dentists have helpers who can clean our teeth.

ASK: What happened the last time you went to a dentist?

[*Encourage children to describe experiences, especially procedures or tools that are discussed below.*]

EXPLAIN: A dentist checks our teeth to make sure there are no cavities. We know that a cavity is a little hole in a tooth. A cavity makes a tooth weaker. We might get a cavity if we do not carefully brush dirt off of our teeth. We get dirt on our teeth when we chew things.

If we have a cavity, a dentist will clean out the hole and fill the hole so it does not get more dirt in it or get bigger.



[*Display picture of dentist taking an X-ray of child's teeth.*]

We learned yesterday that sometimes a doctor takes a picture of part of the inside of our body. This is called an X-ray. A dentist can take pictures of our teeth. The pictures tell the dentist whether our teeth are growing the way they should.

Our picture shows a dentist taking an X-ray of a child's teeth. The X-ray machine is used on the outside of our mouth. An X-ray does not hurt.

ASK: Have you ever had an X-ray done of your teeth? Tell us about it.

EXPLAIN: An X-ray machine is one of the tools used by people in a dentist's office. A small mirror is another tool used at a dentist's office. A dentist

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

Physical/ Health

and a dentist's helper use a small mirror to look carefully at our teeth. A mirror helps people at the dentist's office look closely at the back side of our teeth.

[*Display picture of child having teeth cleaned.*]



Usually we get our teeth cleaned when we go to a dentist's office. A special toothbrush is used to clean our teeth. The brush spins fast but it does not hurt. This special brush gets our teeth clean and shiny.

ASK:
- Who else cleans our teeth? (we do!)
- When do we brush our teeth in our classroom?

RECAP: We go to a dentist to make sure our teeth are healthy. A dentist may take an X-ray of our teeth. We can get our teeth cleaned at a dentist's office. We also clean our teeth.

Scaffolding Tips

Extra support ■ Point to specific aspects of pictures when discussing the work of a dentist's office. ■ Children may benefit from a brief review of toothbrushing procedures described in Week 11.

Enrichment ■ Display and describe the provided picture of X-ray results. Point out the beginnings of teeth that are growing behind the existing teeth, and describe how they can replace existing teeth that fall out. ■ Explain that a person who cleans our teeth is called a dental hygienist. ■ Ask children why the dentist and dental hygienist (not shown) are wearing gloves. (to prevent germs from being spread)



Center Activity

Provide available props for dramatic play focused on the work of a dentist's office. Provide materials, such as latex gloves, masks, clipboards, old teeth X-ray films, exam and waiting room, set of plastic teeth, small non-breakable mirror, and other items to promote dentist-related play.

Family Child Care

A local dentist may be able to provide child-friendly educational materials to share with children. Older children in your setting may like to describe their experience in losing a tooth.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35 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)
- Identifying the final sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter Y (Days 2–5)

Mathematics

Working with Shapes and Counting Things

- Identifying basic shapes and their characteristics (Days 1, 5)
- Practicing making patterns with shapes (Days 2, 5)
- Identifying numerals 1–20 (Days 3, 5) and which of two numerals is the most (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

Being Responsible

- Ways we can stay safe at home or somewhere else (Day 2)
- Identifying safe and unsafe situations (Day 3)

Social Studies

Exploring Where We Live

- Making and spending money (Day 4)
- Practicing how to spend pretend money (Day 5)

Creative Expression

Creating Art

- How artists may use different types of lines
  - Straight, curvy, and zigzag lines (Day 1)
  - Thick and thin lines (Day 2)
- How artists can place lines in their art (Day 3)

Physical/ Health

Staying Healthy and Safe

- Identifying different parts of our body (Day 4)
- Identifying the location of our lungs and heart (Day 5)

Revision: 06/25/2020

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

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 J.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter J card

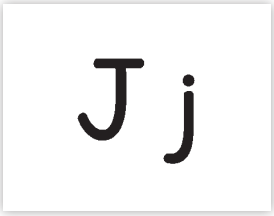
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter J card.*]



The word "jungle" begins with this letter. What is the name of this letter?

Letter J says /j/, just like in the word "jungle." /j/, /j/, jungle. Let's together say /j/, /j/, jungle.

Who would like to tell us another word that begins with the letter J?

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?*]

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 1

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will identify basic shapes and their characteristics.

Key Concepts

Review: Characteristic

Materials Needed

Basket

*Wiggle Worm Shapes game cards—1 shape card per child

*6 Wiggle Worm cards

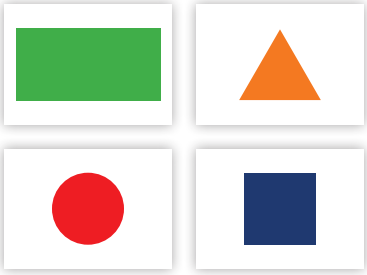
*Printables provided

BEGIN: Let's sing the song "This Old Man." Let's hold up our fingers for each number in the song.

[*Lead children in singing "This Old Man." Hold up the appropriate number of fingers for each number in the song.*]

EXPLAIN: We are learning many things about shapes. Today we will do an activity with shapes called *Wiggle Worm Shapes*.

We will use a basket and shape cards to play our game. Let's look at our shape cards before we play the game.



[*Display each kind of shape card (square, triangle, rectangle, circle). Review the name and characteristics of each shape. Remind children that a characteristic is something special about a living thing or a thing that is not living.*]

I will place our shape cards in the basket. Each one of us will have a chance to pick a shape card. After we pick a shape card, we can say the name of the shape on the card and some of its characteristics. We can say how many sides our shape has, how many corners our shape has, and if our shape's sides are straight or curved.

In our basket there are also cards with a wiggle worm on them.

[*Display wiggle worm card.*]



If we pick a wiggle worm card, we will say, "Wiggle worm!" Then we will all stand and wiggle like a worm! Let's try the game!

ACT: [*Invite each child, one at a time, to choose a card. Encourage each child to say the name of the shape and a special characteristic of that shape. If the child needs help, encourage him/her to ask a friend to help. If a child chooses a wiggle worm card, encourage all of the children to stand and wiggle like a worm. Then invite the child who chose the wiggle worm card to choose another card. After a child names his/her shape and shares a characteristic, encourage the child to return the shape to the basket and re-sort the shapes. Continue as long as time permits.*]

RECAP: Today we did an activity with shapes. Each of us chose a card from a basket and named the shape and a characteristic of the shape. What happened if one of us chose a wiggle worm card? We all wiggled like a

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Working with Shapes *continued*

worm! Let's all stand and wiggle like worms while we count to 10. We will need to wiggle 10 times!

Scaffolding Tips

Extra support ■ If children are unsure of the characteristics of the shape they chose, ask questions about the shape. Examples: "How many sides does it have?" "Are the sides straight or curved?"

Enrichment ■ For children who have mastered the four basic shapes, affix other shapes children may know (diamond, star, oval, heart) to colored cards and ask those children to choose a colored card.

123 Center Activity

Supply craft sticks and *large basic shape cutouts. Invite children to make shapes with the craft sticks using the cutouts as a reference.

*Printables provided

Family Child Care

Try a numeral version of the game called *Wiggle Worm Numbers*. Invite children to choose a card with a numeral rather than a shape.

The *Wiggle Worm Shapes* game is described in the following source: Nikki. (2012, May 10). Wiggle worm color and shape circle time large group game [Web log post]. Retrieved from http://www.nuttinbutpreschool.com/wiggle-worm-color-shape/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

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: Patient
Yoga
Pose

Materials Needed

Feather

The ABCs of Yoga for Kids by Teresa Power

Yoga mats—1 per child (see Be Prepared)

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

ACT: [*Spread out children so each child has personal space. When all children are arranged, turn out the lights in the 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 breathe out through your mouth.

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

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

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

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

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

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

Please keep breathing in slowly and breathing out slowly.

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

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

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

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

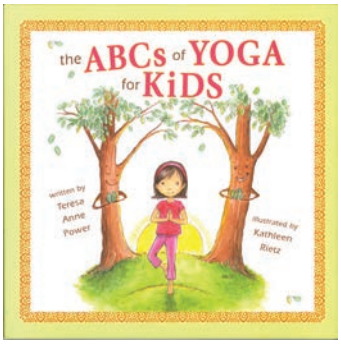
Wrinkle up your face really hard when our imaginary butterfly lands on your face. Then relax your face when the butterfly moves away. You will feel the muscles in your face relax.

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

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

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

ACT: [*Display photos in the book of yoga poses done in Week 29, 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?"*

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.]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35
DAY 1

Paying Attention *continued*

Self-Regulation

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

Scaffolding Tips

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

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

Center Activity

Place one or two yoga mats in an area of the room, plus pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done previously (Week 11, Day 1; Week 14, Day 1; Week 23, Day 1; Week 29, Day 1). 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 1

Creating Art

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that artists may use different types of lines to create art.

Key Concepts

New: Straight
Curvy
Zigzag

Materials Needed

Chart of straight, curvy, and zigzag lines (see Be Prepared)

*3 pictures as shown

Marker

Tape (See Extra Support tip)

Also Promotes

Physical/Health

*Printables provided

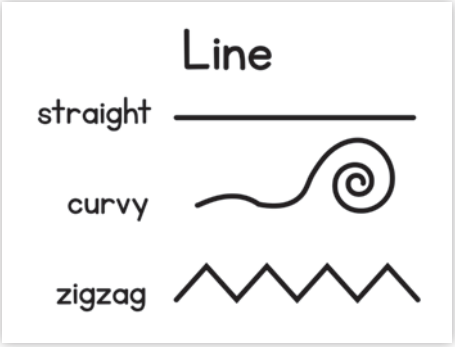
Be Prepared: Create a chart similar to the one pictured below.

BEGIN: We know that artists use different kinds of things to create art. Some of the things artists use are paint, chalk, pencil, and clay.

ASK: What have you used to create art?

EXPLAIN: Today we are going to learn how lines are used to create art. A line can be made with paint, chalk, a pencil, or with clay.

ACT: [*Display chart. Point to and trace with a finger each line as you describe it. Demonstrate how to make each type of line when you ask children to make it in the air.*]



Our chart shows different kinds of lines that an artist may use to create art.

A **straight** line does not have any curves, bends, or corners.

Let's pretend we have a paintbrush in our hands and make a straight line in the air.

A **curvy** line is rounded.

Let's use our pretend paintbrushes to make a curvy line in the air.

A **zigzag** line has short, sharp turns or corners.

Let's use our pretend paintbrushes to make a zigzag line.

EXPLAIN: [*Display three pictures of paintings.*]


Raja Segar/wikimedia/(CC BY-SA 3.0)


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


Tracy Booth/flickr/(CC BY-ND 2.0)

Yelm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35 DAY 1

Creating Art *continued*

Creative Expression

Here are pictures of three different paintings. The artists used lines in their paintings. Let's look carefully at each of these paintings to find lines.

ACT: [*Discuss one picture at a time. Invite children to point to lines in the painting. Engage children in a discussion of how lines are used in each painting.*

ASK: [*After children identify and describe lines in each painting, display the three pictures for ease of comparison and ask questions such as the following:*]

- *What type of line was the easiest for us to find in the paintings?*
- *What type of line was the hardest for us to find in the paintings? Why?*
- *What did each artist create by using lines?*
- *How are the lines different from each other?*

RECAP: Artists may use lines to create art. Today we talked about three different types of lines in pictures of paintings. We found straight lines, curvy lines, and zigzag lines. Have you ever used a line in art you created? How did you use a line?

Scaffolding Tips

Extra support ■ If children need more experience with the three types of lines, invite them to make each of the three lines by briefly walking. You may wish to put tape on the floor to show each line, especially curvy and zigzag lines. ■ Invite children to use a finger to trace the lines on the chart and on the pictured paintings.

Enrichment ■ Children may be ready to learn about squiggly lines. A squiggly line has many curves. Invite children to use a pretend paintbrush to make a squiggly line, and then to find squiggly lines in one of the pictures of paintings used in today's activity.

Center Activity

In the art center, place the chart of lines next to the easel or other painting station. Encourage children to practice painting with the different types of lines.

Family Child Care

Look at different works of art that may be in your setting. Encourage children to describe the lines they see.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: Use the following picture cards for today's activity:

D – bread, cloud, card
M – swim, arm, comb
S – juice, clothes, fence
F – chef, scarf, giraffe
P – lip, mop, sleep
S – house, necklace, octopus
G – rug, flag, frog
G – dog, rug, log

Some of the words end with a sound that comes from combining letters (examples: comb, necklace), not a single letter alone. The goal of the activity is to strengthen children's understanding of final sounds of words, not letter sounds only.

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the final sounds of familiar words. Children also will understand the name and sound of the letter Y.

Key Concepts

Review: Concentrate

Materials Needed

*Picture cards (see Be Prepared)
Chart paper
*Letter Y card
Children's name cards
List of children's first names for display to children

*Printables provided

BEGIN: We are learning how to concentrate on the sound we hear at the end of a word. We know that we pay close attention to something when we concentrate.

EXPLAIN: [*Place picture cards of a scarf, mop, and dog on the floor or table in front of children. Say the name of each picture card as you place it on the floor/ table. Emphasize the final sound.*]

I am going to say a sound. We will find a picture card that ends with the sound I say. Let's first try one together.

ACT: Let's find a picture card that ends with the sound /f/. Let's say that sound together: /f/.

[*Describe for children your thinking as you look for a card that ends with the sound /f/. Example: "I want to find a picture card that has the final sound /f/. /f-f-f/." Choose the picture card of the mop. "This is a mop. /Mo/-/p/-/p/-/p/. No. This picture does not have the ending sound /f/, it has the ending sound /p/." Choose the picture card of the dog. "This is a dog. /Do/-/g/-/g/-/g/. No. This picture does not have the ending sound /f/, it has the ending sound /g/." Choose the picture card of the scarf. "This is a scarf. /Scar/-/f-f-f/. Yes! This picture ends with the /f/ sound. It is a scarf. It has the ending sound /f/."*]

Let's together say the word "scarf" and then together say the sound we hear at the end of the word "scarf." Scarf. /f/.

[*Collect the picture cards used for your demonstration. Place another set of three cards of your choosing on the table or floor. The cards should have different final sounds. Say the name of each picture card as you put it down. Emphasize the final sound of each card.*

Say the final sound of one of the cards. Ask a child to find a picture card that ends with the sound you say. Provide assistance as needed. After the child finds the card, ask the child to say the name of the picture card and the sound he/she hears at the end of the word. Ask the child to place the picture card in front of him/her until the end of the activity. If the child has difficulty, provide support by repeating the final sound and the names of the pictures while emphasizing the final sound. You can also ask whether

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

the picture ends with the sound after naming each picture. Example: "We're looking for a picture that ends with the sound /g/. Here are pictures of a rug, a mop, and a comb. Which one ends with the sound /g/?" If the child does not respond, say "This is a picture of a mop. /p/. Does it end with the sound /g/?"

Repeat the above procedure until each child has a turn. Be sure to set out a different set of three cards for each turn, and to say the name of each card as you put it down, emphasizing the final sound.

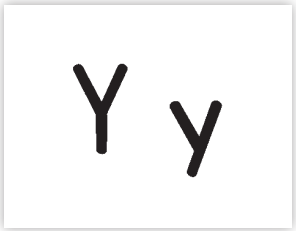
After all children have had a turn, say one of the final sounds included in the activity. Ask children to hold up their card if the name of their picture card ends with the final sound you say. Repeat for each of the final sounds included in the activity: /d/, /m/, /f/, /p/, /g/, and /s/.]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter Y card.*]

ASK: Does anyone know the name of this letter?

ACT: This is the letter Y. We can write the letter Y in two ways. We can write the letter Y like this.



[*Demonstrate writing an uppercase Y at the top of a chart paper.*]

This is an uppercase Y.

We can also write the letter Y like this.

[*Demonstrate writing a lowercase y at the top of a chart paper.*]

This is a lowercase y.

We are learning how to calm our mind and relax our body by doing yoga. Remember, yoga is a way for us to concentrate on our breathing while stretching our bodies into different poses.

The word "yoga" begins with the letter y. I will write the word "yoga" on our chart. I am going to write "yoga"with a lowercase (small letter) y.

[*Say each letter as you write the word. Emphasize y.*]

Let's all say the word "yoga."

[*Invite a volunteer child to point to the letter y in the word "yoga."*]

Let's look at the very first letter of our name. Pop up if you have the letter Y 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 Y at the beginning of their name. If there are children whose name begins with*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

the letter Y who do not stand, point to the letter Y on their name card. Compare the letter Y in their name as you hold the letter Y card next to their name card.

If no one in the group has a first name beginning with the letter Y, say "No one popped up because no one has a name that starts with the letter Y." 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 Y.

If a child indicates there is a letter Y 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 y that appears somewhere else in a child's name.]

RECAP: Today we listened carefully to the ending sounds of words. We found the picture card that had the ending sound I was saying.

We also learned about the letter Y. What word begins with the letter y? (yoga)

Scaffolding Tips

Extra support ■ If children need assistance in identifying the picture on the card that ends in the sound that you say, focus on only two pictures—the correct one and the picture card with the same beginning sound. ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: fa<u>n</u>; clap when you say the /n/ 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 the picture on the card and then to identify the final sound (not letter). ■ Some children may be interested in your demonstrating and describing how to make a lowercase y. Example: "A lowercase y is made with one small slanted line and then a longer slanted line. "

Center Activity

Provide *picture cards used in today's activity. Encourage children to say the final sound of each word and sort the cards by final sound.

*Printables provided

Family Child Care

Gather the following toy items and place them in a basket: bug, doll, flower, cat, duck, car, egg, hat, bell, bear, elephants, magnet, rabbit, pan, pig, rug, feather, book, mouse, horse. Invite children to sort the items by final sounds.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 2

Making Patterns

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will make patterns with basic shapes.

Key Concepts

Review: Pattern

Materials Needed

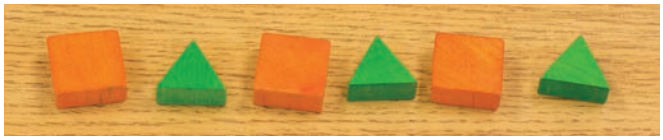
Square and triangle shapes (pattern blocks)—6–10 per pair of children

BEGIN: Today we will use shapes to make patterns. Remember, a pattern is something that repeats itself. We will work with a partner to create shape patterns.

[*Arrange children in pairs. Give each pair of children 6–10 pattern blocks.*]

EXPLAIN: Let's think of a simple pattern we can make. We know that a simple pattern uses two things that repeat themselves.

ACT: [*Encourage children to think of an ABAB pattern. Encourage children to say the pattern out loud and to point to each shape as they say it. Example: square, triangle, square, triangle.*]



EXPLAIN: Now we can think of other kinds of patterns we can make with our partner. We should talk with our partner about the kinds of patterns we would like to make. When we finish the pattern, we can say it out loud together as we point to the shapes.

ACT: [*Invite children to work together to create patterns. Examples: AABAAB, ABBABB. Help, if necessary. Continue the activity as time permits.*]

RECAP: Today we practiced making patterns with shapes. We worked together with a partner to make our patterns.

Scaffolding Tips

Extra support ■ If children need assistance with making a pattern, say the pattern out loud with them. Listening to the pattern may help children understand what comes next.

Enrichment ■ Pair children who have mastered more difficult patterns. Encourage them to make a pattern with three or four kinds of shapes.

123 Center Activity

Provide yarn and various colored beads. Invite children to make a pattern bracelet with the beads.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Making Patterns *continued*

Family Child Care

School-age children may wish to make patterns with other kinds of pattern blocks. Examples: diamonds, trapezoids, hexagons.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 2

Being Responsible

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Personal responsibility

Children will understand ways to stay safe at home or somewhere else.

Key Concepts

Review: Safe
Rule
Law
Emergency

Materials Needed

Be Careful and Stay Safe by Cheri Meiners

Also Promotes

Language/Literacy

Physical/Heath

Social-Emotional

BEGIN: We have learned many things about ways to stay safe. We know that safe means we do not get hurt or sick or get into danger.

EXPLAIN: We have talked about how to say safe in our classroom or center. We know that we have rules that keep us safe. Remember, a rule tells us how to behave.

ASK: What is one rule that helps us stay safe in our classroom or center? (use walking feet, do not throw toys, etc.)

EXPLAIN: We also know that there are some rules called laws. Remember, a law is a rule made by people in charge of our community or country. Laws are made to keep people safe and to help us treat people fairly.

ASK: What is one law that we follow when we ride in a car or truck? (wear our seatbelt)

EXPLAIN: We have also learned how to stay safe when there is an emergency. We know that an emergency is a dangerous situation that needs action right away.



ASK: How do we stay safe in our classroom if there is an emergency? (use our listening ears to listen to what an adult tells us to do)

EXPLAIN: [*Display book cover.*]

Today we are going to read a book that can help us learn more ways to stay safe at home or somewhere else. The book is called *Be Careful and Stay Safe*. It was written by Cheri Meiners.

ACT: [*After reading the book, review important safety steps illustrated on the pages listed below:*]

- p. 1: How is the girl staying safe on her bicycle? (wearing a helmet)
- p. 6: How are the children staying safe at the table? (staying away from the candles)
- p. 10: How are the boys staying safe in the mall? (staying close to an adult they know)
- p. 19: How can we stay safe if we want to play with children we don't know? (don't talk to strangers unless we are with a grown-up we trust)
- p. 21: How can we stay safe if a stranger tries to talk to us? (ignore the person and walk away)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Responsible *continued*

Social-Emotional

- p. 23: What can we do if a person does something that doesn't seem safe or right? (say no, get away to a safe place, tell someone we trust)

RECAP: Today we read a book and talked about many ways we can stay safe at home or somewhere else. What is one way we can stay safe at the park? (stay with an adult, don't talk to strangers, ask for help if we need it)

Scaffolding Tips

Extra support ■ Give examples of things you've seen parents do to promote safety at your center. Example: holding a child's hand when entering or leaving the center.

Enrichment ■ Invite children to think of community helpers who help us stay safe. Examples: police officers, firefighters. ■ How might people feel when they think they are not safe? (scared)

Center Activity

Provide the book used in today's activity and puppets. Invite children to use the puppets to tell how they would stay safe as they look at the pictures. Encourage one child to take on an adult role with the puppet and offer suggestions of how to stay safe in different situations. For example, invite one child to be an adult cooking a meal. Encourage the child cooking to remind the other children that the stove is hot and should not be touched.

Family Child Care

Encourage children and their families to think of ways they stay safe at home. Invite families to make a list that children can share with others in your setting.

This activity is informed by the following source: Meiners, C. J. (2007). Be careful and stay safe. Golden Valley, MN: Free Spirit Publishing.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 2

Creating Art

Creative Expression

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that artists may use thick and thin lines to create art.

Key Concepts

New: Thick
Thin

Review: Width

Materials Needed

*1 picture as shown

Chart from Day 1 (see Be Prepared)

Pencils

Thick markers

Thin markers

Thick paintbrushes

Thin paintbrushes

Paint

Paper—1 per child

Also Promotes

Physical/Health

*Printables provided

Be Prepared: The activity plan suggests you add thick and thin lines and words to yesterday's chart during the activity. This enables children to watch you make the lines and write two words. An alternative is to add the lines and words to the chart in advance of the activity and cover them up during the opening segment, which is a review of lines introduced yesterday.

The activity invites children to make thick and thin lines with different materials. Two possible arrangements are: (1) create three stations with one material in each station and invite children to rotate through the stations, or (2) arrange children into small groups and provide all materials to each small group.

BEGIN: This week we are learning how artists can use lines to create their art. Yesterday we learned about some different types of lines and found some lines in pictures of paintings.

[*Display Day 1 chart and point to and trace each line as you review it.*]

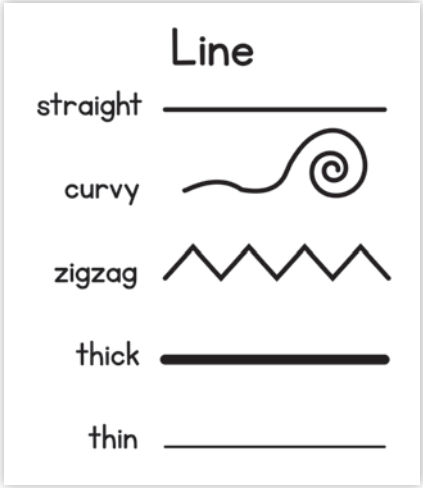
We learned about straight lines, curvy lines, and zigzag lines in art.

ACT: Let's use our finger to pretend to draw each of the lines in the air. First we will make a straight line. Then a curvy line. And then a zigzag line.

[*Demonstrate and describe each line as you encourage children to join you in drawing it in the air. A curvy line is rounded. A zigzag line has short, sharp turns or corners.*]

EXPLAIN: We are going to talk about thick lines and thin lines today. A **thick** line has a wide amount of space from one side to its other side. A **thin** line has a narrow amount of space from one side to its other side.

I am going to draw a thick straight line on our chart. I will write the word "thick" next to the line. Then I am going to draw a thin straight line on our chart. I will write the word "thin" next to the line.



ACT: [*Draw and describe a thick straight line. Emphasize its width in your description. Make the thick line about the same length as the other straight line on the chart so children focus on its width and not its length. Next to the thick line write the word thick. Say the names of the letters as you write each.*

Repeat the above process with a thin line.]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

ASK: [*Point to and say the name of each thick and thin line as you ask the following questions:*]

- Which line is wider, the thin line or the thick line? (thick)
- I drew a straight thick line and a straight thin line. Could we draw a curvy thick line? (yes) Could we draw a curvy thin line? (yes)

EXPLAIN: We can draw any type of line so it is thick or thin. Any of the lines we talked about yesterday could be thick or thin. We know that the width of something means how wide or narrow it is. A thick line is wider than a thin line.

[*Point to and describe the width of thick and thin lines you drew on the chart.*]

ACT: [*Display picture of painting used on Day 1 to look at zigzag lines.*]

We looked for zigzag lines in the picture of this painting yesterday.

Are there thick and thin lines in this painting?

[*Invite several volunteer children to point to thick and thin lines for all children to see. Help children identify each line they point to as thick or thin.*]



Raja Segar/wikimedia/(CC BY-SA 3.0)

EXPLAIN: We are going to practice making thick and thin lines. We can use different types of artist tools to make thick and thin lines. We can practice making thick and thin straight lines or curvy lines or zigzag lines or any other type of line we want to make. What's important today is to focus on making thick and thin lines.

ACT: [*Invite children to practice making thick and thin lines. Positively acknowledge children's attempts. Offer demonstrations, if appropriate.*]

RECAP: Today we learned that artists can use thick or thin lines to create art. We practiced making thick and thin lines with different artist tools. Let's look at the lines we made.

[*If time permits, invite several children to point to thin and thick lines they made and describe how they are different.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35
DAY 2

Creating Art *continued*

Creative Expression

Scaffolding Tips

Extra support ■ Provide thick and thin strips of paper for children to hold and compare. ■ When you point to and describe thick and thin lines, emphasize the two lines you drew are about the same length as the straight line discussed yesterday. What's different is the width of the two lines. (Width was introduced in Math Week 24, Day 1.)

Enrichment ■ Invite children to think about and discuss what sorts of tools make thick lines and what tools make thin lines. ■ If children were introduced to squiggly lines yesterday (Enrichment tip), invite them to make thick squiggly lines and thin squiggly lines.

Center Activity

In the art center, place the line chart and the artist tools used in today's activity. Encourage children to practice making different types of thick and thin lines.

Family Child Care

Using colored water and various sizes of paintbrushes, invite children to paint various lines on a sidewalk.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

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 Y.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter Y card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

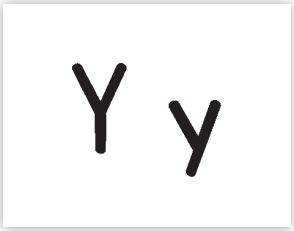
*Printables provided

BEGIN: [*Display letter Y card.*]

What is the name of this letter?

[*Point to the uppercase letter Y on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter Y?



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.*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Large/Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of numerals 1–20.

Key Concepts

Review: Number After

Materials Needed

Click, Clack, Splish, Splash: A Counting Adventure by Doreen Cronin and Betsy Lewin

Large paper

Marker

*Large numeral cards 1–20

Also Promotes

Language/Literacy

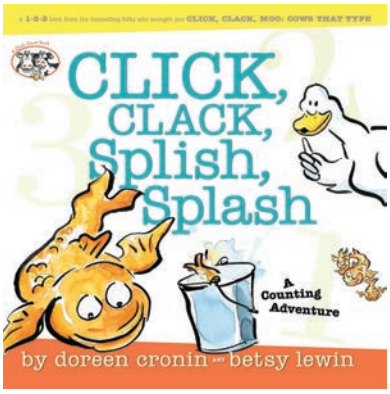
*Printables provided

Be Prepared: The activity plan has two segments: a counting book and a review of two-digit numerals. You may wish to offer the segments separately. Use of a small group will help children see smaller images in book illustrations and focus on the two-digit numerals.

BEGIN: We know a lot about numbers. We know that a number tells us how many.

EXPLAIN: Today we are going to read a book that will help us practice counting. It is a silly story. The book tells about farm animals and fish that take a trip to a lake while their farmer is taking a nap!

[*Display book cover.*]



Our book is called *Click, Clack, Splish, Splash: A Counting Adventure*. Our book was written by Doreen Cronin. It was illustrated by Betsy Lewin.

ASK: What do we see on the cover of our book?

[*Support children in identifying the duck, fish, and bucket. Children may show interest in the fish tail that is partially visible at the top of the bucket.*]

ACT: [*Read the book, using your own words to expand on the text and help children comprehend the story. The following may be especially helpful to children:*

- *Point out the tank full of fish on the page with the napping farmer.*
- *Point to and say the numeral shown on each page. Lead children in counting the number of corresponding items on each page, such as one farmer, three buckets, seven pigs. Point to each item as you count with children. (Individual mice and sheep may be especially difficult for children to see without your pointing.)*
- *Point out the typewriter on the page with five cows typing a note. Draw attention to the note (Gone Fishing) on the page that shows nine mice putting the note on a door.*
- *Ask children what they think is in the buckets being carried by the pigs.*
- *Point out that we are counting backwards when the fish are put into the lake.*
- *On the last page, emphasize the farmer is looking at his empty fish tank. The farm animals took the fish to the lake while he was taking a nap. Where are the fish now? (in the lake)*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

EXPLAIN: I am going to write the numbers 11, 12, 13, 14, and 15 on our paper.

ASK: What is similar about each of these numbers? (they each have two numbers together, they each begin with number one)

EXPLAIN: These numbers all begin with the number one. They are also each made up of two numbers.

[*Display large numeral cards 1–20 in order.*]

The last number I wrote on our paper is number 15.

[*Point to the large numeral card 15.*]

Let's count to 15 on the number cards.

[*Lead children in counting to 15 as you point to each numeral card.*]

ASK: We know that after means something happens (or comes) later than something else. What number comes <u>after</u> the number 15? It is the number 16!

EXPLAIN: [*Point to the large numeral card 16.*]

Let's count to 16 on the number cards.

[*Lead children in counting to 16 as you point to each numeral card.*]

ASK:
- What two numbers do we see in the number 16? (one, six)
- What number comes <u>after</u> the number 16? It is the number 17!

[*Point to the large numeral card 17.*]

EXPLAIN: Let's count to 17 on the number cards.

[*Lead children in counting to 17 as you point to each numeral card.*]

ASK: What two numbers do we see in the number 17? (one, seven)

[*Continue the above procedure until you get to numeral 20. Point to each large numeral card as it is discussed.*]

RECAP: Today we learned more about numbers. We read a book about farm animals that took fish to a lake while their farmer took a nap! We counted everything that was in our story. We even counted backwards! We also talked about numbers all the way to number 20.

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ Explain that "go to shore" means going to a lake. ■ Draw attention to the overturned buckets on the page showing fish being put in the lake. ■ It may be helpful to discuss the gathering of animals and items in the boat (shown on the back cover of the book and in an illustration in the book) as a summary of the story and its characters. ■ In the activity plan's segment on two-digit numerals, point to and say each of the numerals in the larger numerals.

Enrichment ■ Invite children to say "click, clack" and "splish, splash" with you. Emphasize how the beginning sounds are the same in each pair of words. ■ In the activity plan's segment on two-digit numerals, invite children to think about what numeral comes after numeral 20. What might the numeral look like?

123 Center Activity

Provide a basket of small blocks and *small numeral cards 1–20. Invite children to choose a card and then build something with the same number of blocks.

*Printables provided

Family Child Care

Practice identifying larger numerals (up to 20) throughout the day. Example: Invite a child to count the number of Legos® in his/her pile. Then write the numeral to help connect the numeral name to how the numeral is written.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 3

Being Responsible

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Personal responsibility

Children will identify characteristics of safe and unsafe situations.

Key Concepts

Review: Safe

Materials Needed

*5 pictures as shown

Be Careful and Stay Safe by Cheri Meiners (see Extra Support tip)

*Printables provided

BEGIN: [*Display book cover.*]

Yesterday we read a book called *Be Careful and Stay Safe*. What is one thing we can do to stay safe at home or somewhere else?

EXPLAIN: Today we are going to talk about some pictures of children in different situations. Some of the situations are safe. Other situations are not safe. Remember, safe means we do not get hurt or sick or get into danger.

[*Display a "thumbs up."*]

This is a "thumbs up." We learned that giving a "thumbs up" is a way to give someone a compliment.

Today we will use a "thumbs up" when we see a picture of a child doing something that is safe.

[*Display a "thumbs down."*]

This is a "thumbs down." A "thumbs down" is a way to say we don't like something.

Today we will use a "thumbs down" when we see a picture of a child doing something that is <u>not</u> safe.









shawn/flickr/(CC BY-SA 2.0)



ACT: [*Display each picture, one at a time. Encourage children to give the picture a "thumbs up" or a "thumbs down." Engage children in a discussion of how the pictured child is doing something that is safe or not safe:*

- *If safe: What helps keep the child(ren) safe in this situation? (car seat, helmet)*
- *If unsafe: What might happen to the child(ren)? (could get hurt) What should be done to help keep the child(ren) safe? (wear a helmet when riding a bike, walk on the side of the road with an adult, sit in a shopping cart)*]

RECAP: Today we looked at pictures of children in some situations that were safe and in some situations that were not safe. Have you ever seen a child in a situation like one we talked about today? Tell us about it.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 3

Being Responsible *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Display and discuss selected illustrations in the *Be Careful and Stay Safe* book to help children strengthen their understanding of safe and not safe situations, if necessary.

Enrichment ■ Encourage children to think of ways to stay safe that were not shown in the book or pictures. Include rules at home and in the community focused on safety.



Center Activity

Provide *pictures used in today's activity. Invite children to sort the pictures into "safe" and "not safe" piles.

*Printables provided

Family Child Care

Remind children that a law is a rule made by people in charge of our community or country. Laws are made to keep people safe and to help us to treat people fairly. Encourage children to think of laws that help keep them safe in their community. Examples: cars stop at stop signs so we can cross the street, we throw away trash so people do not get sick.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 3

Creating Art

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand different placements of lines in art (horizontal, vertical, diagonal).

Key Concepts

New: Up
Down

Review: Imagination
Diagonal

Materials Needed

Chart from Day 2

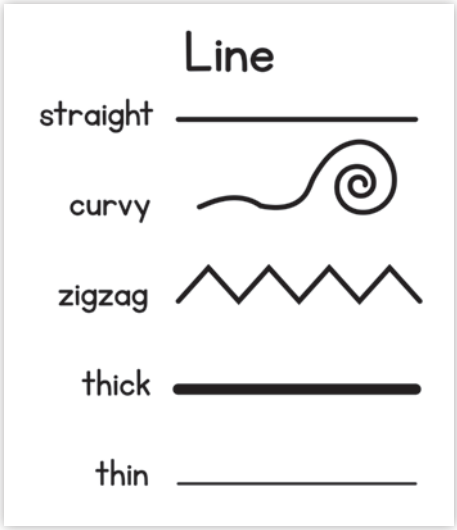
*2 pictures as shown

Marker

*Printables provided

BEGIN: [*Display chart and point to the different types of lines as you describe each, especially in the question below.*]

We are learning how artists may use lines to create their art. We have made straight lines, curvy lines, and zigzag lines. Yesterday we made thick lines and thin lines.



ASK: Is a thin line wider than a thick line? (no, a thin line is narrower than a thick line)

EXPLAIN: Today we are going to look at how lines can be placed in different ways in art. When we place something, we put it somewhere.

One way a line may be placed (put) is up and down. **Up** goes toward the sky or ceiling. **Down** goes toward the ground or floor. We can place (put) a line that goes up and down by starting at the bottom and moving up. Or we can place (put) a line that goes up and down by starting at the top and moving down.

Please watch me put lines that go up and down on my paper. I'm going to put a dot on the paper to show where to start my line.

[*Place a dot at the top of your chart paper and move your marker in a straight line down. Describe your action. Then place a dot at the bottom of your chart paper and move your marker up. Describe your action. Emphasize each line's vertical placement with the words "up and down."*]

ACT: Let's pretend we are using a paintbrush to create lines that go up and down. We will use our imaginations. We think of new or pretend things when we use our imagination.

[*Invite children to make vertical (up-and-down) lines in the air with their hand. Start a line at the bottom, moving up. Start a line at the top, moving down. Demonstrate and describe the process.*]

EXPLAIN: We can also place (put) a line from side to side. Please watch me make lines that go from side to side. I'm going to put a dot on the paper to show where to start my line.

[*Draw a start dot on one side of your chart paper and move your marker in a straight line to the other side. Describe your action. Then place a dot at*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

the other side of your paper and move your marker to the opposite side. Describe your action. Emphasize each line's horizontal placement with the words "side to side."]

ACT: Let's use our imaginations again to pretend we are putting a line from side to side in our art creation.

[*Invite children to make several horizontal (side-to-side) lines in the air with their hand. Start each line on a different side. Demonstrate and describe the process.*]

EXPLAIN: There is another way we can put a line in our art. We can place a line as a diagonal. Remember, a diagonal line is a straight line that goes from corner to corner. We used a diagonal line when we made triangles from a square. I'm going to put a dot in one corner of the paper to show where to start my line.

[*Draw a start dot at one corner of your paper and move your marker diagonally to the opposite corner.*]

ACT: Let's pretend we are putting a diagonal line in our art.

[*Invite children to make several diagonal lines in the air with their hand. Start each line in a different corner. Demonstrate and describe the process.*]

ASK: We placed a straight line in three different places in our pretend work of art. We placed a line up and down, side to side, and in a diagonal.

- Could we put a curvy line from side to side in our art? (yes)
- Could we put a zigzag line up and down in our art? (yes)

[*Demonstrate and describe each of the above options.*]

ACT: Let's find out how lines are placed in two of the paintings we have looked at this week.

[*Display the two pictures of paintings, one at a time, and encourage children to find and describe line placements. Use questions, such as the following, to guide discussion:*]

- Where did the artist place lines in this painting? (up and down, side to side, diagonal)
- What did the artist make with the lines?



Raja Segar/wikimedia/(CC BY-SA 3.0)



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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

[*Follow-up prompts, if needed: "What is the painting about?" "How do the lines help show something?"*]

RECAP: Today we talked about how artists can place lines in their art. We can put lines up and down, side to side, and in a diagonal in our own art.

Scaffolding Tips

Extra support ■ If children seem unclear about line placement, make a green dot for the start of the line and a red dot for where the line stops in your demonstrations. ■ In the discussion of diagonal lines, remind children that we made two triangles from a square by cutting along the diagonal line of the square (Math Week 9, Day 2). ■ In the discussion of lines in the two pictures of paintings, invite several volunteer children to trace and describe some of the lines.

Enrichment ■ Encourage children to think about different line combinations, such as a thick, curvy line placed diagonally, or a thin zigzag line placed from side to side. ■ Children may be ready to learn the words horizontal and vertical. A horizontal line goes from side to side. A vertical line goes up and down.

Center Activity

In the art center, place the line chart, the lines you made today on chart paper, and artist tools. Encourage children to make lines by combining different characteristics: straight, curvy, zigzag; thick and thin; up and down, side to side, and diagonal.

Family Child Care

Provide watercolor paints or sidewalk chalk for children to practice drawing/painting lines. You may also want to play a modified *Simon Says* game with children that involves giving suggestions, such as "Simon Says paint a diagonal line."

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will understand how to identify the final sounds of familiar words. Children also will identify and name the letter Y.

Key Concepts

Review: Yoga

Materials Needed

*Picture cards (see Be Prepared)

*Letter cards B, L, N, R, and T

*Letter Y card

*4 letter Y 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

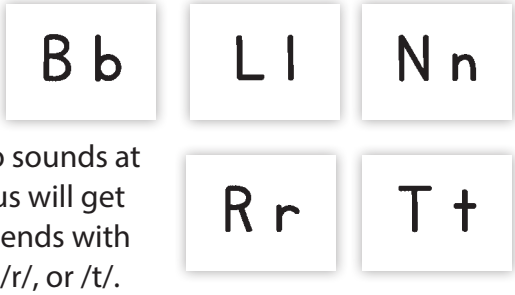
*Printables provided

Be Prepared: Use the following picture cards for today's activity:

B – crab, bib, cub
L – owl, pool, hill
N – wagon, train, yarn
R – flower, pear, jar
T – yogurt, quilt, rabbit

BEGIN: We are learning to pay attention to the sound we hear at the end of a word. We know it is important to say the parts of a word slowly, so we can hear the sound at the end of a word.

EXPLAIN: [*Place letter cards B, L, N, R, and T on the floor or table in front of children.*]



Let's practice paying attention to sounds at the end of some words. Each of us will get a picture card. Each picture card ends with one of these sounds: /b/, /l/, /n/, /r/, or /t/.

[*Point to each letter as you say its sound. Encourage children to repeat the letter sound after you say the sound.*]

We will figure out the sound at the end of the word on our picture card. Then we will place our picture card on the letter that makes the sound we hear at the end of the word. Let's first do one together.

ACT: [*Clearly say the two parts of the word—body and coda—when you ask children to say the sound they hear at the end of a word. Pause briefly between the two parts. Display the picture card "cub."*]

This is a picture of a "cub." A **cub** is a baby animal. We need to concentrate on the word "cub." Listen carefully to the sound we hear at the end of the word "cub." Cu-b.

What sound do we hear at the end of the word "cu-b"? (/b/)

Which letter makes the /b/ sound?

I will place the picture of a cub on the letter B because the letter B makes the /b/ sound. We hear the /b/ sound at the end of the word "cu-b."

Now we will each try to figure out the sound at the end of the word shown on our picture card.

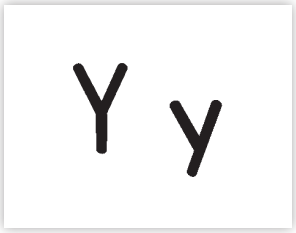
[*Give each child a picture card. Say the name of his/her picture card as you give it to him/her. Example: "This is a picture of a cra-b." One at a time, ask children to say the name of the picture card as they enunciate the body and coda. Then encourage children to enunciate the final sound. Invite children to place their card on the appropriate letter card. Continue until all children have had a turn.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

EXPLAIN: Let's learn more about the letter Y.



[*Display letter Y card.*

If a child(ren) whose name begins with the letter Y 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 Y when you say the name.]

Maybe someone in our group has the letter y somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase y, and it will look like this.

[*Point to the lowercase y on the letter card.*]

Pop up if you have the letter y somewhere else in your name (not at beginning).

[*If a child has the letter y somewhere else in his/her name, point to the name and to the letter y on the list of children's first names so all children can see the name and the letter y.*]

ASK: What is our word that begins with the letter Y? (yoga)

ACT: The letter Y says /y/, just like at the beginning of the word "yoga." /y/, /y/, yoga. Let's say that together: /y/, /y/, yoga.

I have two pictures of things that begin with the letter Y. I wonder what they could be?









Xulian Nava/flickr/(CC BY-SA 2.0)

[*Hold up one picture card and invite children to identify the item in each picture. After children have an opportunity to guess or say the pictured item, point to and say the word written at the bottom of the card. Example: "This word says yogurt. The letter y 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 Y and write them on our chart. Remember, the letter Y says /y/, /y/.

[*Help children by suggesting other words that begin with y. Examples: yes, you, yawn, yum.*

Invite one or more volunteer children to find the letter y 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Demonstrate and describe how to mark the uppercase letter Y on your chart paper.]

We use three lines to make an uppercase Y. We begin by making two small slanted lines and then a straight line down.

[*Give each child his/her letter journal.*]

Now we are going to write the letter Y in our letter journal. Please write the uppercase (big) letter Y in your journal. Write as much of the letter as you can.

RECAP: Today we played a game with picture cards. Each of us figured out the ending sound in the name of our picture card and then placed our picture card on the letter card that makes the same sound.

We also learned that the letter Y says /y/, just like at the beginning of the word "yoga." We made the uppercase (big) letter Y in our letter journal. Let's say together the sound the letter Y makes (/y/).

Scaffolding Tips

Extra support ■ If children are unsure of the final sound of a picture card, say the name of the picture card as you enunciate clearly the final sound of the word. Then ask the child to repeat the word with you while enunciating clearly the final sound. Example: "This is a picture of a fence. /fen/-/s-s-s/. Let's say the word together: fence." ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: cat; clap when you say the /t/ sound.

Enrichment ■ Invite children to think of another word that ends with the same sound as their picture card.

Center Activity

Provide *picture cards and *letter cards used in today's activity. Encourage children to sort the picture cards by final sound and place them with the corresponding letter card.

*Printables provided

Family Child Care

Say each child's name, one at a time, and ask children to determine the beginning and final sound of each name. Example: The name Bill would have a beginning sound of /b/ and a final sound of /l/. School-age children may enjoy determining vowel sounds they hear in a word. Example: The word "pig" contains the short i sound.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 4

Counting Things

123 Mathematics

Be Prepared: On a beach ball, write numerals 1–20 in random order. See picture in activity plan.

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will recognize numerals 1–20, and identify which of two numerals is the most.

Key Concepts

Review: Number

Materials Needed

Beach ball with numerals 1–20 (see Be Prepared)

*2 sets of large numeral cards 1–20

*Printables provided

Optional Reading

So Many Bunnies by Rick Walton

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

Today we will learn more about numbers. Remember, a number tells us how many. Let's look at some numbers on our cards.

[*Display large numeral cards 1–20 in sequence. Point to and say each numeral.*]



EXPLAIN: We are going to play a game with a beach ball with numbers on it.

[*Display beach ball.*]

Let's look at some of the numbers that are on our beach ball.

[*Point to and name several numerals on the beach ball.*]

We will gently toss the beach ball to each other as we play our game.

When we catch the beach ball, we will say the numbers that are under each of our hands. If we aren't sure of the names of the numbers, we can ask our neighbor or use our number cards to help.

Then we will say which of the two numbers is the most.

I will show you how to do it.

[*Demonstrate by gently tossing the beach ball up and catching it. Show children the numeral under each hand. Say both numeral names out loud. Then say the numeral that is the most.*]

Now I am going to gently toss the beach ball to someone else. If you catch it, please say the number under each of your hands. Then please say the number that is the most.

ACT: [*Encourage children to gently toss the beach ball to another child after they have named both numerals and said which numeral was the most. Continue the game, making sure all children have a turn.*]

RECAP: Today we played a number game with a beach ball. When we caught the beach ball, we said the number under each hand. Then we said the number that was the most. Let's gently toss the beach ball around the circle as we count to 20. Each time someone catches the ball, we will say a number as we count!

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ If children have not mastered larger numerals, invite them to point to two numerals they know on the beach ball and say the numeral names.

Enrichment ■ Each time a child names a numeral, ask if they know the numeral that is one more or one less than that numeral.

123 Center Activity

Play *Number Bowling*. On each of 10 cups, write a numeral 11–20. As children knock down cups with a soft ball, encourage them to name the numbered cups they knocked down.

Family Child Care

School-age children may wish to try a more challenging version of the activity. Encourage the child who catches the beach ball to add or subtract the two numbers under his/her hands.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 4

Exploring Where We Live

Social Studies

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of social and physical environments

Children will understand the concept of making and spending money.

Key Concepts

New: Coin
Spend
Consumers

Materials Needed

5–10 play coins and bills of any denomination

Ox-Cart Man by Donald Hall

Also Promotes

Mathematics

BEGIN: [*Display some play coins and bills.*]

What are these? (coins, dollars, money)

EXPLAIN: These are coins and paper money. A **coin** is a small round piece of metal money. Paper money comes in different amounts. There are one dollar bills, five dollar bills, ten dollar bills, and bills for larger amounts of money.

ASK:

- Have you ever used coins or dollar bills to buy something or watched someone use money to buy something?
- What happened?

[*Encourage children to discuss their experiences with coins.*]

EXPLAIN: People use money to buy things they need or want. They buy food to eat at a store or restaurant, they buy clothes to wear, and people pay for a place to live in. These are ways that people can spend money. We **spend** money to get things we need or want. We give money and we get something we need or want.

People who buy things are sometimes called **consumers**. Their name does not change. Mr. Williams is not called Mr. Consumer when he buys something. He is still Mr. Williams. When Mr. Williams buys food and clothes and other things, he is also a consumer.

ASK: How do people get money? (work, a gift from someone)

EXPLAIN: Today we are going to read a book about a family that lived long ago. Our book will tell us how the family made money and how the family used the money it made.

[*Display book cover.*]



Our book is called *Ox-Cart Man*. It is written by Donald Hall and illustrated by Barbara Cooney.

ACT: [*After reading the book, ask questions, such as the following, to strengthen children's understanding:*]

- How did each family member help make things the man took to market?
- What did the man do with the coins he got for selling the things he took to market? (bought a kettle, needle, knife, and candy; and put the rest in his pocket)
- What do you think the man did with the coins he had left in his

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

pocket? (some ideas: bought food, clothing, and other things the family needed to live)

- What did the family do during winter and spring? (made more things to sell, grew more food to sell)

RECAP: The pioneer family in our story today worked hard to make things to sell at the market. The money they made at the market helped them to buy the things they needed to live. We are a consumer when we buy things.

Scaffolding Tips

Extra support: ■ If children seem confused about Mr. Williams also being a consumer, it might be helpful to explain that when we swim, we are a swimmer. Or when we sing, we are a singer. Our name does not change when we are also a swimmer or a singer.

Enrichment: ■ As you read through the book and discuss the items the family made to sell, ask children to think about where their family gets the same items. Do they make them or buy them from a store? ■ Explain that a consumer can also buy services. Someone who fixes a car or mows a lawn is providing a service. We can buy both goods and services at some places. A restaurant serves food (a good) and can also bring the food to our table (a service). ■ Explain that people sometimes use a plastic card or a piece of paper called a check to buy things. The plastic card and a check are types of money.

Center Activity

Supply various kinds of play coins and paper money. Encourage children to sort the money by type, size, or color. Invite children to count the number of coins or bills in each group.

Family Child Care

Invite children to help you make a list of things you have purchased in your home and things you have made. Ask children the following questions: "Which side of the list has more items?" "How is this different than a pioneer family?"

Elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Good health practices

Children will identify parts of their body.

Key Concepts

New: Stomach

Review: Lungs
Heart
Marching

Materials Needed

None

Also Promotes:

Science

BEGIN: Who remembers the song "Head, Shoulders, Knees and Toes"? Let's sing the song together!

ACT: [*Say or sing "Head, Shoulders, Knees and Toes." Lead children in touching each body part as you say or sing the song.*]

ASK: What did we do with our hands when we sang our song? (touched different parts of our body)

EXPLAIN: Each part of our body has a name. Our bodies have many parts. Today we will play a body part game.

I will touch a body part and say its name. Then we can all touch the same part on our body and say its name. Let's first think about body parts on the top part of our body.

[*Use your hands to indicate the top part of your body. Begin at your waist and move your hands upward.*]

ACT: [*Touch each body part on your own body as you discuss it. Encourage children to touch the same body part on their own body and say its name.*]

- The first body part we talked about in our song was our head. We do many things with our head. Let's move it from side to side.
- Our eyes are part of our head. What do we do with our eyes? (see)
- Our mouth is also part of our head. What do we do with our mouth? (eat, taste, breathe, talk) What part of our body do we use to chew the food we put in our mouth? (teeth)
- The food we chew with our mouth goes to our **stomach.** Our stomach is inside our body. We cannot touch or see our stomach. But we can point to the area of our body where our stomach is located inside us. Sometimes we call this our belly!

  [*Encourage children to point to general location of their stomach.*]

  Have you ever eaten so much food that your stomach felt full?

  Our mouth also tells us when we are thirsty. Where does water and other things we drink go? (stomach)
- Our nose is part of our head. What do we do with our nose? (smell, breathe) We breathe with our nose and mouth. We use our lungs when we breathe. We have two lungs inside our body. We cannot see or touch our lungs. We know that our lungs move the air we breathe into the blood that flows through our body.

  Let's take a deep breath through our nose so our lungs fill with air.
- We touched our shoulders when we sang our song. Let's move our shoulders up and down.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

- We use our arms, hands, and fingers to do many things. What is something we can do with our arms, hands, and fingers? (throw, catch, pick up things, hold and move a crayon or pencil, etc.) Let's pretend we are drawing or writing with our hand.

Now let's think of some body parts on the bottom part of our body.

[*Use your hands to indicate the bottom part of your body. Begin at your waist and move your hands downward.*]

- Our biggest body parts are at the bottom of our body. They help us run, jump, and walk. What could they be? (legs)

  Let's run in place using our legs. When we run our heart beats very fast. We know that our heart pumps blood to different parts of our body.

  Can we see or touch our heart?

- When we sang our song we touched our knees. How do our knees help us when we march? Remember, marching is like walking but our knees are raised much higher and our arms swing back and forth. Let's march in place as we watch our knees bend.
- Our feet and toes are at the very bottom of our body. We could not use our legs to run, jump, or walk without our feet and toes. We touched our toes in our song. Let's wiggle our toes. Now let's move one foot back and forth.

  We use our legs, knees, feet, and toes when we do many things. Let's use our legs, knees, feet, and toes by jumping!

RECAP: Today we talked about some different parts of our body. We cannot see or touch some parts of our body. Our body parts help us do many things!

Scaffolding Tips

Extra support ■ Pause when you invite children to point to a body part. Draw attention to what you or children are pointing to. Some children may need time to locate and point to a specified part. ■ If it seems that some children would benefit from a review of the function of the heart, discuss information in Physical/Health Week 12, Day 4.

Enrichment ■ Encourage children to point to and say body parts not discussed in this session. Examples: wrist, ankle, elbow, back. ■ Some children may be interested in how food gets from our mouth to our stomach. Explain that things we eat and drink go into our mouths and then down a tube to our stomach. This tube is called the esophagus.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

Center Activity

Encourage children to continue singing/saying "Head, Shoulders, Knees and Toes." Invite children to change the song as they add different body parts. Example: Eyes, arms, legs, and feet.

Family Child Care

Invite children to create a book about body parts. Encourage children to draw their bodies and point out the different body parts they have drawn.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

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 Y.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter Y card

Book of your choice for this week's repeated reading

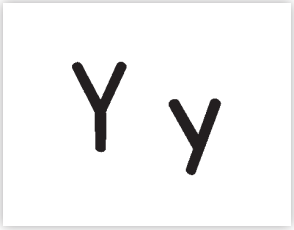
Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter Y card.*]

What is the name of this letter? What sound does the letter Y make?

Letter Y says /y/, just like in "yoga." /y/, /y/, yoga. Let's together say /y/, /y/, yoga.



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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Geometric and spatial knowledge

Pattern knowledge

Children will strengthen their understanding of numerals 1–20, basic shapes, and patterns.

Key Concepts

Review: Characteristic

Materials Needed

*12 large shape cutouts—3 of each (square, circle, triangle, rectangle)

Large paper

Marker

Beach ball with numerals 1–20

*Printables provided

Optional Reading

Chicka Chicka 1, 2, 3 by Bill Martin Jr.

BEGIN: We are learning more about numbers, shapes, and patterns this week. We played games, made shape patterns, and read a book about numbers up to 15.

EXPLAIN: We played a game called *Wiggle Worm Shapes* and described some characteristics of the shape on the card we chose. Let's look at the shapes we used during our game and talk about their characteristics. Remember, a characteristic is something special about a living thing or a thing that is not living.

ASK: [*Hold up each shape cutout as you ask children to describe its characteristics.*]

- What are some characteristics of a triangle? (three straight sides, three corners)
- What are some characteristics of a circle? (one curved line, round)
- What are some characteristics of a rectangle? (four straight sides, four corners)
- What are some characteristics of a square? (four straight and equal sides, four corners)

EXPLAIN: This week we also used shapes to make shape patterns. Please help me make a pattern with some shapes by telling me what comes next.

ACT: [*Make an ABAB pattern with the large shape cutouts. Invite children to say what comes next in the pattern. Then make other patterns, such as an AABAAB pattern, as you continue to ask children what comes next in the pattern.*]

EXPLAIN: We read a book about farm animals that took fish to the lake while their farmer took a nap. We counted the animals, fish, and buckets that were in the story. We counted the number of fish backwards! We also talked about numbers up to 20. Please watch as I write numbers 1–20 on this paper.

[*Write numerals 1–20 so that all children can see them. Point to numerals as you discuss them.*]

ASK:

- What is similar about the numbers 10–19? (they each have two numbers together, they each begin with number one)
- How is the number 20 different from numbers 10–19? (it begins with the number two)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35
DAY 5

Counting Things *continued*

123 Mathematics

EXPLAIN: Yesterday we learned more about numbers as we played a game with a beach ball. Numbers 1–20 were written on the beach ball. We took turns tossing the beach ball and saying the numbers under both of our hands when we caught the ball.

Let's take turns gently tossing the beach ball again. Let's say the number under one of our hands when we catch the beach ball.

[*Gently toss the beach ball to each of the children, and ask them to tell you the numeral under one of their hands. Encourage children to gently toss the beach ball to another child after they have named the numeral. Continue until each child has had a turn.*]

RECAP: This week we learned more about numbers 1–20. We also practiced describing different shapes and making patterns.

Scaffolding Tips

Extra support ■ If children need additional experience with larger numerals, invite them to point to one numeral they know on the ball and say it. Help, if necessary.

Enrichment ■ Ask children to please point to specific numerals on the beach ball. Example: "Please point to number 18."

123 Center Activity

Provide envelopes with numerals 11–20 written on each. Supply ten sorting baskets with numerals 11–20 taped to each. Encourage children to "sort the mail" as they sort the envelopes into the correct baskets.

Family Child Care

Take children to the library to look for numeral books containing numerals 1–20. Encourage children to name the numerals they see in the books.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 5

Exploring Where We Live

Social Studies

Be Prepared: Set up an "Ice Cream Shop" in your room. Arrange for another adult to assist at a toy cash register.

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of social and physical environments

Children will strengthen their understanding of what it means to spend money.

Key Concepts

Review: Consumers
Spend

Materials Needed

Play pennies—5 per child

Toy cash register

Cotton balls and colored pom-poms

Small cups—1 per child

Also Promotes

Mathematics

Optional Reading

Bunny Money by Rosemary Wells

BEGIN: Yesterday we learned that people who buy things are sometimes called consumers. Have you ever been a consumer?

EXPLAIN: Today we are going to be consumers. We will pretend we have money to spend. Each of us will get the same amount of pretend money. We will spend our pretend money to buy some pretend ice cream. We know that we spend money to get things we need or want.

Each of us will have five play pennies. We will pretend we are buying ice cream at an ice cream shop. Each scoop of ice cream costs one penny.

I have five play pennies in my hand. Let's count them.

[*Point to each penny as you count to five.*]

If I have five play pennies, and each scoop of ice cream costs one penny, I can pretend to buy five scoops of ice cream. Let me show you.

[*Pretend to shop and choose one scoop of ice cream. Use the white cotton balls as scoops of ice cream for this part of the activity. Pay for the ice cream by giving another adult one of the five pennies. Put the scoop of ice cream in your cup, and count the number of pennies you have left by pointing to each penny as you count.*]

I spent one penny for one scoop of pretend ice cream. I have four play pennies left.

ASK: How many more scoops of ice cream can I pretend to buy? (four)

EXPLAIN: When people go shopping, they need to make sure they have enough money for the things they want or need to buy.

Let's pretend I am making another trip to the ice cream shop. I have five pennies again.

[*Display, point to, and count each penny.*]

ASK: Could I buy six scoops of ice cream? Why or why not? (not enough money)

EXPLAIN: Our pretend ice cream shop has added different colors of ice cream.

[*Add the colored pom-poms to the ice cream shop. Explain these are the other colors of ice cream.*]

The white scoops of ice cream cost one penny each. The scoops that are other colors cost two pennies each.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

[*Demonstrate each of the following:*]

ASK:
- I want to buy a blue scoop of ice cream. It costs two pennies. How many pennies do I need to spend for this one scoop? (two)
- I started with five pennies. I will spend two pennies for one scoop of blue ice cream. How many pennies will I have left after I buy one scoop of ice cream? (three)
- Let's pretend a friend went with me to the ice cream shop. I have two pennies. My friend has no pennies. I want to buy one scoop of blue ice cream for myself. Remember, white ice cream costs one penny a scoop, and the other colors of ice cream cost two pennies a scoop.
  - If I buy one scoop of blue ice cream for myself, will I have any money left to buy my friend a scoop of ice cream? (no; the blue ice cream costs two pennies)
  - How can I buy one scoop of ice cream for my friend and one scoop of ice cream for myself? (buy two white scoops; they cost one penny each)

ACT: Now it is our turn to be a consumer by going shopping for ice cream.

[*Give each child five play pennies. Invite children to decide which ice cream scoops they would like to buy. Emphasize that children must have enough money to buy the kind and amount of ice cream they'd like.*]

RECAP: Today we pretended to be consumers. We spent play money to pretend to buy scoops of ice cream. We had five play pennies to spend. We made decisions about how much and what kind of ice cream to buy.

Scaffolding Tips

Extra support: ■ If you anticipate the price difference between white and other colors of ice cream may be too challenging for children, eliminate the difference by having all scoops of ice cream cost one penny each. This arrangement means you omit questions aimed at helping children compare the costs of different scoops. ■ Help children count their money and determine what amount of money they have available for buying ice cream. Explain why they can buy certain kinds and amounts of ice cream based on the amount of money they have.

Enrichment: ■ Invite children to pretend they have five pennies. They go to an ice cream shop with a friend. The friend does not have any money. The white ice cream costs one penny a scoop. The other colors of ice cream cost two pennies a scoop. The children do not want white ice cream. Each child wants two scoops of a different color of ice cream. Could each child have two scoops of a different color of ice cream? (no, this would cost eight pennies but only five pennies are available)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 5

Exploring Where We Live *continued*

Social Studies

Center Activity

In the housekeeping center, add a cash register, play pennies, and items tagged with a numeral one or two (price of item). Encourage children to use play pennies to purchase items.

Family Child Care

Set up a restaurant for snack time! Invite children to choose items they'd like for a snack (crackers, pretzels, cereal, etc.). Give each child a number of play pennies and invite him/her to pay for his/her snack items.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35

DAY 5

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Small Group

Be Prepared: Arrange for the help of another adult. Determine the best time to trace children's bodies: during or prior to the activity. Save completed tracings for a center activity option in Week 36, Day 4.

BEGIN: Yesterday we talked about different parts of our body.

- What is a part of our body that we can see and touch? (head, shoulders, knees, etc.)
- What is a part of our body that we cannot see or touch? (lungs, stomach, heart)

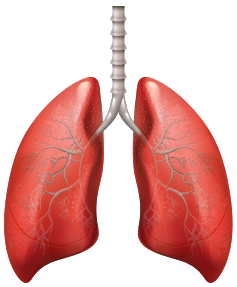
EXPLAIN: Today we are going to trace our bodies to help us learn more about two parts of our body that we cannot see. We cannot see these parts because they are inside our body. We will talk about the locations of our lungs and heart. Each of us will get a piece of butcher paper, and we will trace your body.

ACT: [*Encourage children to lie on a piece of butcher paper as an adult traces their body. Distribute tracings completed prior to the activity.*]

Let's make sure we understand the tracing of our body.

- Where is your head located on the tracing of your body?
- What about your feet?

EXPLAIN: [*Display picture of lungs.*]



This is a picture of lungs in an adult. Your lungs are smaller than the lungs shown in this picture because you are younger.

Each of us has two lungs. We know that the air we breathe goes into our lungs. We can feel our lungs get bigger when we take a big breath.

Our lungs move air into the blood that flows through our body. Our lungs are located inside our body near our chest.

[*Point to the approximate location of lungs in your body and encourage children to do the same with their body.*

Display picture of heart.]



This is a picture of the heart in an adult. We know that our heart pumps blood around our body. Our heart is another part of our body that we cannot see or touch. But we can feel our heart when we exercise or run fast.

Skill and Goal

Good health practices

Children will identify the approximate location of lungs and heart on a paper replica of their body.

Key Concepts

Review: Lungs
Heart

Materials Needed

Pieces of butcher paper (large enough to trace each child)

Drawing tools

*2 pictures as shown

Stethoscope (see Enrichment tip)

Also Promotes:

Science

*Printables provided

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

ASK:
- What happens to our heart when we exercise or run fast? (works faster, pumps faster)
- Why is your heart smaller than the heart shown in this picture? (picture shows adult heart; children are younger)

EXPLAIN: Our heart is located between our two lungs. We pointed to the location of our lungs on our body. Our heart is next to our lungs.

[*Point to approximate location of heart in your body. Encourage children to do the same with their body.*]

Let's all point to where our lungs and heart should be located on the piece of paper that shows our body.

[*This is a cognitively challenging task for many young children. Pause to provide time for children to think about and locate lungs and heart on their paper. Do not immediately point to the location.*]

Now we can draw our lungs and heart on the tracing of our body. Remember, we have two lungs. Our heart is located between our lungs.

ACT: [*Distribute drawing tools. Encourage children to draw lungs and heart on their traced body. It is not important that children's drawings resemble the pictured lungs and heart. Children may wish to draw circles where the lungs and heart are located.*]

RECAP: We cannot see or touch many parts of our body because they are inside our body. Our lungs and heart are inside our body. We cannot touch or see our lungs and heart, but we can feel them work when we take a big breath and when we exercise. Today we drew pictures of our lungs and our heart on a tracing of our body.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 35
DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ When you encourage children to become familiar with their tracing, it may be helpful for children to identify the arms and legs in addition to their head and feet. ■ As a reminder, briefly review the tracing of children's body done long ago in the classroom (Social Studies Week 1, Day 5). ■ Children may benefit from a review of information about lungs (Science Week 12, Day 2). ■ Remind children that we put our hand on our heart when we talked about the pledge of allegiance (Social Studies Week 28, Day 5).

Enrichment ■ Encourage children to try to find their pulse. The pulse is found at the neck or at the wrist. Explain that the pulse is the heart pumping blood through the body. ■ Encourage children to listen to a friend's heartbeat. If available, use a stethoscope to listen to a heartbeat. If not available, use a paper towel tube and place one end over the person's heart and listen from the other end. ■ Remind children that a tracing shows the outline of something. Next week we will trace shapes to make art (Creative Expression Week 36, Day 2).

Center Activity

Provide books about the human body for children to explore. Children may also wish to draw additional body parts, such as facial features, on their traced bodies.

Family Child Care

School-age children may wish to make their own traced body drawings. Encourage school-age children to draw additional body parts found inside their bodies. Examples: intestines, esophagus, brain.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36 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 the letters K, J, and Y (Days 1–5)

Mathematics

Counting Things and Working with Shapes

- Practicing collecting, organizing, and presenting information on a chart (Day 1)
- Practicing adding by counting on (Day 2)
- Recognizing numerals 1–20 (Days 3, 5)
- Recognizing different types and sizes of shapes (Days 4, 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

Being Responsible

- How we stay safe at home or somewhere else (Day 3)

Social Studies

Exploring Where We Live

- The difference between a need and a want (Day 4)
- Places in the community that help families meet their needs (Day 5)

Creative Expression

Creating Art

- How shapes can be found in some art (Day 1)
- How to make shape art by using stencils (Day 2)
- How to use color and mix colors to create art (Day 3)

Physical/ Health

Staying Healthy and Safe

- Bones in our body (Day 4)
- Contents and uses of a first aid kit (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

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 letter K.

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Sentence

Materials Needed

*Letter K 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 a letter we know by looking for it 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.

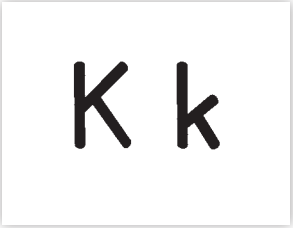
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

We are responsible when we make good choices.]

We want to find the lowercase letter k in our sentence.

[*Display letter K card. Point to the lowercase k on the card.*

Encourage a volunteer child to look for and point to the lowercase letter k in the sentence as you display the letter K card.]



What sound does the letter K make?

Yes! Letter K says /k/. Let's together say the sound of the letter K: /k/.

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.*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

- *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?*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large/Small Group

Skill and Goal

Number knowledge

Children will collect, organize, and present information on a chart.

Key Concepts

New: Neither

Materials Needed

Prepared chart (see Be Prepared)

*Boy and girl cutouts (see Be Prepared)

*Printables provided

Be Prepared: Organize a simple, four-column chart as shown. Include a cutout of a boy, a cutout of a girl, and a cutout of both a boy and a girl.

If time is limited, put tally marks on the chart after each group stands up rather than invite each child to put his/her mark on the chart. Describe the process. Example: "Five children are standing because they have a brother only. I will put five tally marks on our chart. I will put the marks in the section that says 'Brother.'"

BEGIN: [*Display prepared chart and point to its parts as you describe them.*]

Today we will use a chart to show how many of us have brothers and sisters. Let's take a look at our chart.

Brother	Sister	Both	Neither
			

ACT: [*Adjust the "stand up" requests below to include more than one brother only or more than one sister only, if appropriate for children in your classroom. Example: "Stand up if you have a brother or brothers only."*]

- Stand up if you have a brother only.
- Stand up if you have a sister only.
- Stand up if you have both a brother and a sister.
- Now, stand up if you do not have a brother or a sister.

Please come to our chart and put a mark under brother, sister, both, or neither when I call your name. **Neither** means you do not have a brother or a sister.

[*Invite children, one at a time, to put a tally mark under brother, sister, both, or neither.*]

ASK:

- How can we find out how many of us have a brother only? (count the marks under brother)
- How can we find out how many of us have a sister only? (count the marks under sister)
- How can we find out how many of us have both a brother and a sister? (count the marks under both)
- Are there any of us who have neither? Remember, neither means we do not have a brother or a sister.

ACT: Let's count the marks together for each group.

[*Lead children in counting the marks, pointing to each one as you count.*]

- How many of us have a brother only?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

- What does the number __ look like? I will write that number under the word "brother" on our chart.
- How many of us have a sister only?
- What does the number __ look like? I will write that number under the word "sister" on our chart.
- How many of us have both a brother and a sister?
- What does the number __ look like? I will write that number under the word "both" on our chart.
- How many of us have neither?
- What does the number __ look like? I will write that number under the word "neither" on our chart.
- Which group has the most marks?
- Which group has the fewest marks?

RECAP: Today we made a chart about the number of brothers and sisters we have. How many of us have neither a brother or a sister? Were any of our groups equal?

Scaffolding Tips

Extra support ■ As you count each group, touch each mark to help children understand that when we count to find out how many, the last number counted is the total number in the group.

Enrichment ■ Ask children the following questions: "What number would we put on our chart if there were no marks for a group?" (zero) "What does zero mean?" (none) "Do most of us in our classroom have a brother(s) only, a sister(s) only, both a brother(s) and sister(s), or neither?"

123 Center Activity

Fill a small tub with various colored items. Invite children to sort the items by color.

Family Child Care

To extend this activity, invite children to draw a picture of their brothers and sisters. If they have neither, invite them to draw their parents.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

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

Review: Orchestra
Conduct

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 34, 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 34, Day 2. The game for today may be less challenging when offered again at a later point.

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: We know that 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.*]

I will be the conductor, and you will be the orchestra. When I wave the baton, we will play our instruments slowly or quickly.

What should we do when I stop waving the baton? (stop playing instrument)

Let's try it.

[*Wave the baton as children play the instruments slowly or quickly. Continue for several minutes as children practice playing quickly or slowly and stopping while watching the baton.*]

Now we are going to change the game a little. This time when I wave the baton quickly, we will play our instruments loudly. When I wave the baton slowly, we will play our instruments quietly. When I stop waving the baton, we will stop playing.

- What should we do when I wave the baton quickly? (play our instruments loudly)
- What should we do when I wave the baton slowly? (play our instruments quietly)
- What should we do when I stop waving the baton? (stop playing our instruments)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

[*Wave the baton quickly and encourage children to play their instruments loudly. After a few seconds, begin waving the baton slowly and encourage children to play their instruments quietly. Stop waving the baton and wait until all children have stopped playing their instruments. Continue practicing with the rule changes for several minutes.*]

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 loudly when baton moved quickly, played instruments quietly when baton moved slowly, stopped playing instruments when baton stopped moving)
- What would happen if we didn't watch carefully during the game? (we wouldn't know when to play our instruments loudly, quietly, or stop playing our instruments)

Scaffolding Tips

Extra support ■ Say aloud the words "fast" or "slow" if children need an additional oral reminder of the action to be completed when the rules have been changed. ■ 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 playing quickly and slowly. ■ Invite children to try another rule change for *Conducting an Orchestra*: Play instruments quietly when the baton moves slowly, and play instruments loudly when the baton moves quickly. Then do the opposite.

Center Activity

Invite children to continue playing *Conducting an Orchestra*. Encourage children to take turns waving the baton. 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

Try using the baton during cleanup time. When you move the stick fast, encourage children to clean up quickly. When you move the stick slowly, encourage children to clean up slowly.

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 1

Creating Art

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that shapes can be found in some art.

Key Concepts

Review: Shape

Materials Needed

* 3 pictures as shown

Felt shape cutouts—1 set per child (see Be Prepared)

Flannel board with felt shapes that match children's shapes

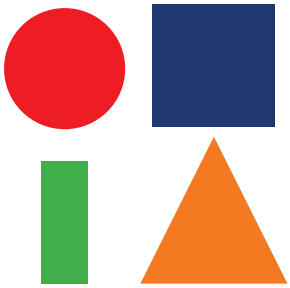
Also Promotes

Math

*Printables provided

Be Prepared: Provide a set of felt shape cutouts in a clear ziplock bag for each child. Each felt set should include two circles, two squares, two triangles, and two rectangles.

BEGIN: Last week we learned how artists can use lines to create art. We looked at pictures of paintings with different types of lines. We learned that lines can be placed up and down, side to side, or on a diagonal in art. Lines can be thick or thin.



EXPLAIN: Today we will find out how some art includes shapes. We work with shapes a lot in our classroom. Last week we played a game with shapes called *Wiggle Worm Shapes*.

Let's quickly remind ourselves of the names of some shapes.

[*Display circle, square, rectangle, and triangle cutouts, one at a time. Invite children to name each.*]

Some art is made with shapes. Some art includes items that look like shapes.

ACT: Let's look for shapes in some pictures of paintings.

[*Display the three pictures of paintings, one at a time. Encourage children to look closely at each picture.*

- *Ask children what shapes they see in the picture. Reinforce children's identifications by pointing to and describing each identified shape.*
- *If the picture has two or more of the same shape, ask if the shapes are the same or different. If different, how are they different? (size)*]



Paul Klee [Public domain], via Wikimedia Commons





Tracy Booth/flickr/(CC BY-ND 2.0)

EXPLAIN: We can be creative with shape cutouts and make something with some shapes. Please watch how shapes can be used to make a picture of something.

[*On the flannel board, place a felt triangle on top of a felt square to form a house. Identify each shape and how it contributes to what you made. Example: triangle is a roof.*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

Expand the demonstration by indicating you want the sun to be part of your creation. Ask children what shape you could use to show the sun. Where should the shape be placed?]

ACT: [*Give each child a set of felt shapes.*]

Now it is your turn to make something from shapes. You can make whatever you want with the shapes.

[*Encourage children to describe what they are making and what shapes they are using.*]

RECAP: Shapes can be used to make art. Some art shows things that look like shapes. We found shapes in some pictures of paintings. Each of us made something with shape cutouts. Shapes are a part of art.

Scaffolding Tips

Extra support ■ If children have difficulty finding shapes in the pictures of paintings, provide a pertinent shape cutout for children to use in locating a shape in the picture. ■ Invite several volunteer children to trace and describe a shape found in the pictures of paintings. ■ For additional ideas of what can be made with basic shapes, see Math Week 9, Day 3.

Enrichment ■ Display all three pictures of paintings. Ask children to identify and describe the picture that is made with shapes and the pictures that show things that look like shapes. ■ Encourage children to describe the kinds of lines used in the paintings.

Center Activity

In the art center, place examples of four basic shapes next to the easel or other painting station. Encourage children to include different shapes in their paintings.

Family Child Care

Invite children to look for shapes in pictures and artwork that is available in your setting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

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 K, J, and Y.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (K, J, Y)—1 per child

*Letter K card

*Letter J card

*Letter Y 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 K, J, and Y.

[*Display letter cards K, J, and Y. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase J, and this is a lowercase j." 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.

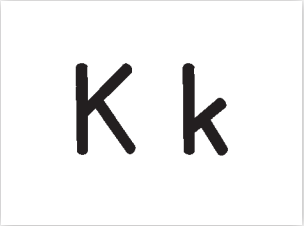
[*Display letter mat.*]



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.*]

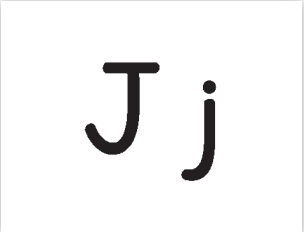
I am going to mix up the letter cards and then show them to you one at a time. When we see a letter card, we will point to the same letter on our letter mat.



[*Hold up letter K card.*]

Let's find this letter on our letter mat.

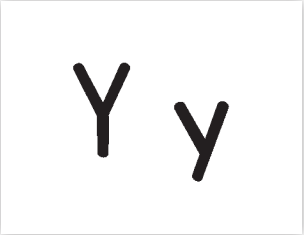
[*Lead children in looking for, pointing to, and saying letter K on their letter mat. Explain how you found the letter K. Example: "This letter has a straight line down and then a slanted line up and a slanted line down."*]



The letter K says /k/. Let's together say the letter sound: /k/.

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.*]



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36
DAY 2

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we learned more about letters K, J, and Y. 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 a straight line down and a curve at the bottom. Can you find a letter with a straight line down and a curve at the bottom?"

Enrichment ■ Ask children to describe how they know the letter they point to on their mat is the same letter as the uppercase letter on the letter card. Example: "This letter has a straight line down and then a slanted line up and a slanted line down."

Center Activity

Provide two sets of *small letter cards K, J, and Y. Invite children to mix up cards and place them face down. Encourage children to play a memory game by taking turns to turn over two cards to see if they are a match.

*Printables provided

Family Child Care

Hang *letter cards K, J, and Y in random order on a wall. Dim or turn off lights and ask children to use a flashlight to find a letter you say. Example: "Sandra, can you use the flashlight to find the letter Y on our wall?"

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of counting, including the use of counting on.

Key Concepts

Review: Add

Materials Needed

Prepared chart (see Be Prepared)

*Boy and girl cutouts (see Be Prepared)

Masking tape

20 index cards (see Be Prepared)

*Printables provided

Optional Reading

Two Ways to Count to Ten by Ruby Dee

Be Prepared: Organize a simple, two-column chart as shown. Include a cutout of a boy and a girl. Also, with masking tape and index cards, make a number line on the floor. Write a numeral from 1–20 on each of 20 index cards and tape them in proper sequence along the line of masking tape. See picture in activity plan.

Boys	Girls

BEGIN: Let's count the number of boys and girls in our group today.

[*Display chart and point to its parts as you describe them.*]

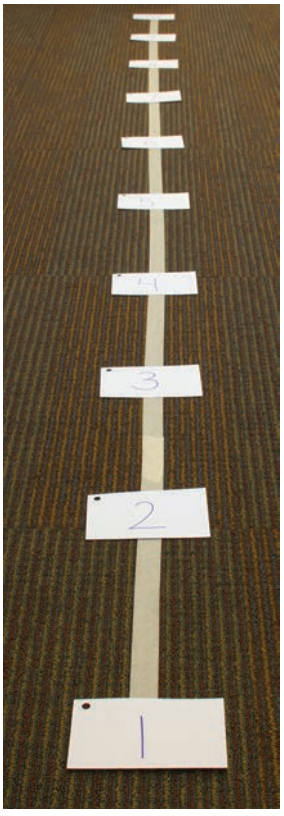
EXPLAIN: We will count how many boys and how many girls are in our group. Then we will add to see how many children we have all together in our group.

ACT: [*Lead children in counting the number of boys by gently tapping each boy as you count. Then put a tally mark on the chart for each boy. Lead children in counting the tally marks for boys by touching each mark as you count. Write the number of boys on the chart.*]

I will write the total number of boys next to the word "boys."

Now let's count the number of girls in our group today.

[*Lead children in counting the number of girls by gently tapping each girl as you count. Then put a tally mark on the chart for each girl. Lead children in counting the tally marks for girls by touching each mark as you count. Write the number of girls on the chart.*]



I will write the total number of girls next to the word "girls."

Let's add to find out how many children we have all together. Remember, when we add items to a group, the group gets bigger. Let's begin with the biggest number and then count on to find the total number of boys and girls all together.

[*Lead children in adding the two groups together. Start with the biggest group and count on to find out how many children there are all together.*]

EXPLAIN: Now let's do some more counting. Let's count to 20 by using a number line on the floor. Numbers 1–20 are lined up on the floor. We will step on

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

each number as we count to 20 when it is our turn. We need to be sure to look at each number as we count, so we can make sure we are stepping on the correct number. I will go first.

ACT: [*Step on numeral one and begin counting aloud to 20 as you step on each numeral. Encourage each child to take a turn walking and counting slowly to 20. Continue until each child has had a turn.*

If time permits:

After all children have stepped on each number and counted aloud to 20, ask children to find specific numerals. Example: "Sarah, please stand on number 15."]

RECAP: Today we added to find out how many children are in our group. We also used a number line on the floor to practice counting and finding numbers. We are number experts!

Scaffolding Tips

Extra support ■ If children have difficulty counting while stepping on each number, walk beside them and encourage them to count and walk slowly as you count and walk together. ■ Reduce the challenge of the walking-and-counting activity by asking children to count to a number you say that is less than 20.

Enrichment ■ Invite children, if they are able, to walk from five to one or 10 to one while counting backward. ■ Invite a child to stand on a given number on the number line. Then invite two more children to stand on two different numbers on the number line. Ask children to determine which of the two children is closest to the first child on the number line. Example: "I see Brynlynn is closer to Bria than Sasha is."

123 Center Activity

Place a smaller version of the floor number line on a table. Invite children to say the name of each numeral as their fingers "walk" the number line.

Family Child Care

Use the number line throughout the day. Examples: Invite each child to sit on a specific numeral for snack time, invite children to count the number of toys they have and stand on the corresponding numeral, etc.

This activity is informed by the following source: Reimer, J. (2014, November 5). Walk the number line: A number recognition activity [Web log post]. Retrieved from http://www.pbs.org/parents/adventures-in-learning/2014/11/walk-number-line-activity/

Elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

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 36, 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 36, 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: Remember, I will use the drum to tell you how to move your body. Let's begin by walking when I beat the drum. Please walk slowly when I beat the drum slowly. Keep walking slowly until you hear me beat the drum quickly. Please walk quickly when I beat the drum quickly. Watch as I show you.

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

Now let's try it together.

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

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



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

[*Ask another adult to help. Beat the drum slowly, as the adult dances slowly. Then beat the drum quickly, as the adult dances quickly. Alternate between slow beats and quick beats as the other adult dances slowly and then quickly. Say "stop," when you are finished with the demonstration.*]

Now, let's try it together!

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

Let's change the game one more time.

When I beat the drum slowly, we will dance quickly. Then when I beat the drum quickly, we will dance slowly.

- How will we dance when I beat the drum slowly? (quickly)
- How will we dance when I beat the drum quickly? (slowly) Let's try it.

[*Beat the drum slowly, then pause and wait as children dance quickly. Then beat the drum quickly and pause and wait as children dance slowly. Alternate between beating the drum quickly and slowly for several minutes. Say "stop" to indicate that children should stop dancing.*]

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 slow or quick beats)
- What did the drum beats tell us to do? (walk slowly, walk quickly, dance slowly, dance quickly)

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 2

Focusing & Remembering *continued*

Self-Regulation

Center Activity

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

Family Child Care

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 2

Creating Art

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to create art using shape stencils, including the process of planning shape placement on a piece of paper.

Key Concepts

Review: Trace
Stencil

Materials Needed

Pencils of different colors—1–2 per child

Stencils of basic shapes—1–2 per child

Paper—1 per child

Also Promotes

Mathematics

Physical/Health

BEGIN: Yesterday we explored how shapes can be a part of art. Each of us made something with some shape cutouts.

Today we are going to make our own art with shape stencils. We can call this our "shape art."

[*Display and name stencils of basic shapes. Trace each shape with your finger as you describe it.*]

EXPLAIN: We can create art on our own piece of paper by tracing stencils. We know that trace means we draw the outline of something. Sometimes we trace things with our fingers. Today we will use pencils to trace shapes from a stencil. We know that a stencil is a tool that has a shape cut out of it.

Each of us can use two or more stencils to create our work of art on paper. We have several different colors of pencils we can use.

We need to hold a stencil on the paper when we use it to trace. The stencil may move around on our paper if we don't hold it in place.

It works best to hold the stencil in place on our paper until we are done tracing. If we pick up the stencil before we are done tracing, it can be hard to put the stencil back where we want it on our paper.

[*Demonstrate and describe holding a stencil on a paper while you trace. Remove the stencil before you are done to show the challenge of returning the stencil to its original location on the paper.*]

ASK:

- What could we create on our paper by tracing two stencils?
- Would you want to trace with different colors of pencils or trace with the same color of pencil?

[*Engage children in a discussion of how two or more stencils could be placed on the paper to create a work of art. Some children might want to repeat what they created yesterday with felt cutouts (example: a house with a square and triangle). In addition to putting shape stencils together to create something new, some children may prefer to trace shapes in separate locations on their paper. Some children may want to trace one shape only. Positively acknowledge all ideas. Avoid offering a preference or model for children to follow.*]

EXPLAIN: We will work on our own. We will need to share stencils and different colors of pencils.

I will hand out paper and put stencils on the table. Please try out your idea before you start tracing. Place stencils on your paper the way you

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

want to trace them to make sure your plan will work. You may need to change your plan for what you create.

ACT: [*Distribute a piece of paper to each child. Put stencils in convenient locations for shared use. Encourage children to try out their plan by placing stencils on their paper before tracing. Emphasize the importance of looking carefully at the shapes in the stencils, not the entire stencil tool. Two stencil tools may overlap, however, their shapes may not overlap. Children may need to adjust their plan to accommodate the paper.*

Invite children to create a work of "shape art" by tracing one or more stencils. Monitor and facilitate the sharing of materials. Describe what you see children doing without interrupting their process.]

RECAP: We made "shape art" today by tracing stencils. What shapes did you use? What did you make?

Scaffolding Tips

Extra support ■ Provide individualized support for children who are not familiar with tracing a stencil and/or arranging stencils on a piece of paper. Fine motor skills vary considerably at this age. A peer who is experienced in tracing a stencil may be willing to demonstrate the process. ■ When the stencil is on the paper, encourage the children to trace the shape with their finger before using a pencil. ■ Consider offering one color of pencils if you anticipate the activity will be challenging for most children. ■ Remind children to try out the placement of their stencils before they start tracing. The planning part of this activity promotes important cognitive development.

Enrichment ■ Encourage children to make their shape art without using the stencils. Encourage them to draw shapes on their own.

Center Activity

Provide a second sheet of paper and other materials from the activity so children can create a second version of shape art. Another option is to provide trays of paint and items that make shapes when dipped in paint. Examples: Craft rolls can be used to make circle shapes and large Legos® can be used to make rectangle shapes when dipped in paint and pressed on paper.

Family Child Care

Children in your setting may prefer to make shape art as a group, using a larger sheet of paper. Planning decisions about shapes and shape placement would be a valuable part of a group effort.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

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 J.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter J 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.

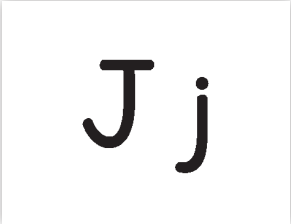
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

Pioneer children liked to jump rope.]

We want to find the lowercase letter j in our sentence.

[*Display letter J card. Point to the lowercase j on the card.*

Encourage a volunteer child to look for and point to the lowercase letter j in the sentence as you display the letter J card.]



What sound does the letter J make?

Yes! Letter J says /j/. Let's together say the sound of the letter J: /j/.

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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

- *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?"*
  - *"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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will recognize numerals 1–20.

Key Concepts

Review: Number

Materials Needed

*2–3 sets of large numeral cards 1–20 (see Be Prepared)

*Printables provided

Be Prepared: For today's activity each child will need one large numeral card. If you have more than 20 children in your large group, prepare additional numeral cards. Example: You may have two numeral five cards, two numeral six cards, etc. You will also need a set of large numeral cards 1–20 for yourself.

BEGIN: [*Invite children to point to numerals in the classroom and say the names of the numerals.*]

EXPLAIN: Today we are going to play a game called *I Have, Who Has?* Each of us will get one number card. I also have number cards. We know that a number tells us how many.

ACT: [*Give each child one numeral card.*]

Ask your neighbor for help if you do not know the name of your number.

I will hold up one number card at a time and tell you what it is. Then I will ask the person who has the same number card to pop up and hold up his or her number card. Let's try it.

- [*Mix up your set of numeral cards and lay them in a stack in front of you face down.*
- *Display for children the numeral card at the top of your stack and say, "I have __; who else has __?" Example: "I have 11; who else has 11?"*
- *Continue until each child has had a turn.*
- *Collect numeral cards, shuffle them, and pass them out to play again, if time permits.*]

RECAP: Today we played *I Have, Who Has?* We used numbers 1–20 for our game. Let's march around the room as we count to 20! How many marching steps will we need to take? (20)

Scaffolding Tips

Extra support ■ If children need additional experience with smaller numerals, give them a numeral between one and 10.

Enrichment ■ Invite children to lead the activity with the second stack of numeral cards. Encourage children to lead by saying, "I have __; who else has __?" ■ Increase the challenge of the game by saying the name of a numeral but not showing the numeral card you pull from your stack.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

123 Center Activity

Supply 20 small brown paper bags and counters. On each bag, write a numeral from 1–20. Invite children to say the name of the numeral on each bag and place the corresponding number of counters in each bag.

Family Child Care

Invite school-age children to lead the activity. Give younger children 2–3 numeral cards to put in front of them. They will each get to stand up 2–3 times!

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 3

Being Responsible

Social-Emotional

3-5 YEARS

Be Prepared: Create a cover for a classroom book about what it means to stay safe. Use a title, such as *How We Stay Safe*. Include a line that says: *Illustrated by children in (name of your classroom)*. Include illustrations on the cover as you wish. Staple together pages when children have finished.

Large Group

Skill and Goal

Personal responsibility

Children will make a classroom book about what it means to stay safe.

Key Concepts

Review: Safe
Illustrator

Materials Needed

Cover for classroom book (see Be Prepared)

Paper—1 per child

Writing and drawing tools

BEGIN: We are learning what it means to stay safe at home or somewhere else. Remember, safe means we do not get hurt or sick or get into danger.

ASK:
- What is one thing we can do to stay safe at home?
- What is one thing we can do to stay safe in our community?

EXPLAIN: Today we are going to make a class book about how we stay safe.

[*Display the cover you created for the classroom book. Point to each word as you say it. Describe other aspects of the cover.*]

Here is the cover of our book. It says, *How We Stay Safe*. The book cover also says, Illustrated by children in (name of your classroom).

Each of us will be an illustrator of our book. Remember, the illustrator of a book creates the pictures. Each of us will draw a picture for one page of our book. We can draw a picture of a way we stay safe at home or somewhere else.

One of the adults in our classroom will ask us about our picture and write what we say at the bottom of our page.

ACT: [*Give each child a page for the class book as well as writing and drawing tools. Encourage children to draw a picture of a way they stay safe at home or somewhere else. Observe and ask questions about children's pictures. Write on each page a brief description of what the illustrator (child) says about the picture. Add the child's name to each page.*]

RECAP: Today we made a class book about how we stay safe at home or somewhere else. We each illustrated a page of our class book. Where should we put our book in our classroom so we can look at it later?

Scaffolding Tips

Extra support ■ to promote children's thinking about ways to stay safe, provide photos of "safe" situations used in Week 35, Day 3 or the book read in Week 35, Day 2.

Enrichment ■ Invite children to complete the sentence and add their name to their page as much as they are able.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 3

Being Responsible *continued*

Social-Emotional

Center Activity

Place the class book made during today's activity in the library center. Invite children to "read" the pages to each other.

Family Child Care

If there are infants and/or toddlers in your setting, ask children to describe ways the very young children are kept safe. (cribs for safe sleeping, highchairs, gates blocking stairs) Encourage school-age children to discuss ways they stay safe at school.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 3

Creating Art

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Children will understand how color can be used to create art, including mixing colors to make a new color.

Key Concepts

New: Color

Materials Needed

Mouse Paint by Ellen Stoll Walsh

*1 picture as shown

Yellow finger paint

Blue finger paint

Red finger paint

Piece of white easel paper

*Printables provided

BEGIN: We are learning how shapes can be used to create art. Yesterday we made shape art. What color pencil did you use to create your shape art?

EXPLAIN: Today we are going to learn more about colors. **Color** is a characteristic of something or someone that we can see. We can touch or smell some characteristics of things. The only way we can tell the color of something is to look at it.

The same type of thing can be different colors. In our classroom we have (color) circles, (different color) circles, and (different color) circles. All are circles. Only the colors are different.

ASK: What colors are in the clothes you are wearing today?

- Who has a favorite color? What is the color?

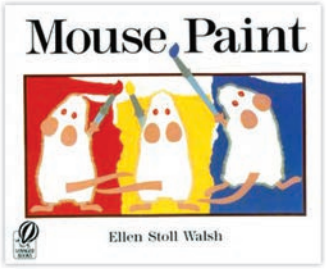
  [*Display picture of painting.*]



- Colors are used a lot in art. What colors do we see in this picture of a painting?

EXPLAIN: Sometimes artists mix colors to make a different color. We have a book today that tells how colors can be mixed to create a new color.

[*Display book cover.*]



Our book is called *Mouse Paint*. It was written and illustrated by Ellen Stoll Walsh.

ACT: What colors do we see on the cover of our book?

[*Repeat and point to each color identified by children.*

As you read the book, point to colors mentioned in the book text, especially colors that become a third color when mixed.

At the end of the book reading, discuss with children how two colors became a third color when mixed together.]

EXPLAIN: We have some paint colors we can mix together to make a different color. Our colors are the same colors used by the mice in our book.

[*Display each of the three paint colors. Invite children to identify each.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

ACT: Let's first mix the yellow and blue paints. The mice mixed these colors in our book. What color will we get when we mix yellow and blue? (green)

[*Place approximately equal amounts of the yellow and blue paints on the easel paper. Mix with your finger or a paintbrush. Describe your process, emphasizing the color green.*]

Now let's mix the blue and red paints. The mice also mixed these colors in our book. What color will we get when we mix blue and red? (purple)

[*Place approximately equal amounts of the blue and red paints on the easel paper. Mix with your finger or a paintbrush. Describe your process, emphasizing the color purple.*]

ASK: Display the picture of a painting.

- What colors do you think the artist mixed together when creating this painting? (red and yellow = orange; blue and red = purple ; yellow and blue = green)
- White is a color. The mice used some white in their painting. The artist used some white in this painting. Where do we see white in this painting? (house, clouds)

RECAP: Color is a characteristic of something or someone that we can see. Can we feel or smell a color? (no) What part of our body do we use to pay attention to color? (our eyes) Colors of paint can be mixed together to create a different color. We read a book about three mice mixing colors when they were painting. What color were the mice when our book ended? (white)

Scaffolding Tips

Extra support ■ In the book reading, children may want to know why the mice would want to hide from a cat (to avoid getting eaten; cats like to eat mice). ■ Point to pertinent pages when you discuss how two colors became a different color when mixed.

Enrichment ■ Remind children that we get the color orange when we mix red and yellow. Ask children what would happen if we also mixed white (a third color) with red and yellow. (the orange would be lighter) What about mixing black with red and yellow? (a darker orange) ■ Remind children that we mixed about the same amount of two different colors. Ask children what would happen if we mixed a smaller amount of one of the two colors. ■ Engage children in a discussion of whether they think artists have their own favorite color.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

Center Activity

In the art center, place small amounts of red, blue, and yellow paint. Also provide paintbrushes and paper. Encourage children to create their own colors like the mice did in the book.

Family Child Care

Provide materials for children to do additional color mixing. Provide bowls of colored water (water and food coloring), eye droppers, and clear plastic bowls. Encourage children to mix a few drops of one color of water with another color of water to see what color is created. Be sure the colored water is a bold color so when mixed, it is easier to see.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

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 K, J, and Y.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (K, J, Y)—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 K, J, and Y 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.*]

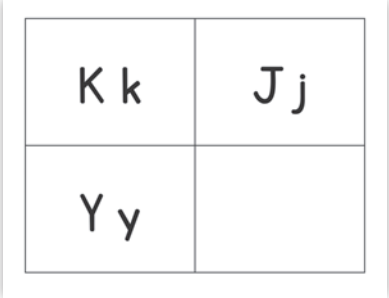
Each of us will use uppercase letters K, J, and Y and a letter mat to do our activity.

[*Pass out a letter mat and a 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 K on the letter mat.*]



This is the letter K. Let's together say its name.

The letter K makes the sound /k/, like at the beginning and end of the word "kick." Let's together say the sound of letter K: /k/.

Now we want to find the letter K in our cup.

[*Help children find the letter K manipulative, if necessary.*]

Now let's place the letter K on our letter mat.

[*Place the letter K manipulative on top of the letter K on the letter mat.*]

Let's try another letter!

[*Point to letter J 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 J manipulative and place it on the*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

letter J on the letter mat. Continue until you have said the name, sound, and matched each letter on the letter mat in order.]

RECAP: Today we learned more about letters K, J, and Y. 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 Y. It has two small slanted lines and then a straight line down."

Enrichment ■ If children are familiar with letter names and sounds, invite them to lead the group in saying each letter name and sound. ■ Invite children to say a word that begins with the letter after the letter manipulative is placed on the mat. ■ Encourage children to find a letter when the only clue you provide is the sound. Example: "The letter I am looking for makes the /j/ sound, like in the word 'jungle.'"

Center Activity

Play a letter toss game. Tape *small letter cards K, J, and Y in random order on the floor. Provide a beanbag for children to gently toss to a letter card.

*Printables provided

Family Child Care

Review letters with *picture cards and letter manipulatives. Provide picture cards that correspond to each letter on the letter mat. Example: Letter "K" picture cards include kangaroo, king, key, and kite. Mix up picture cards and invite a child to choose a picture card. Encourage the child to say the name of the picture card. Then say "A ___ begins with the sound /__/." Invite the child to then find the letter manipulative that makes the same sound.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 4

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will recognize different types of shapes including shapes of different size.

Key Concepts

Review: Corner
Equal

Materials Needed

*3–4 sets of basic shape cutouts that vary in size (see Be Prepared)

*Printables provided

Optional Reading

Round is a Tortilla by Roseanne Thong

Be Prepared: For today's activity, each child will need one shape cutout. The provided shape cutouts for today vary in size. An activity goal is for children to recognize a basic shape regardless of size. You will also need a set of large shape cutouts for yourself.

BEGIN: Yesterday we played *I Have, Who Has?* with numbers 1–20. Today we will play the game again. This time we will use shapes instead of numbers!

EXPLAIN: Let's look at four kinds of shapes we know.



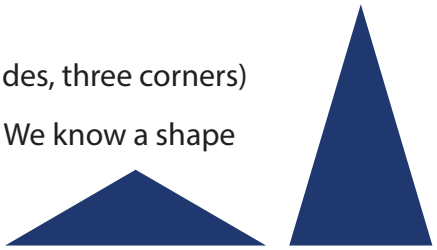
[*Display each of the four basic shapes, one at a time. Say the name of each shape when you display it. Ask children to describe each shape.*]

Remember, shapes come in many different sizes. Let's look at some different sizes of triangles.

ASK: [*Display two different sizes of triangles side by side.*]

- Are both of these shapes triangles?
- How do we know? (three straight sides, three corners)

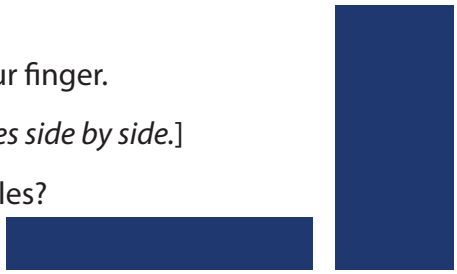
EXPLAIN: Triangles come in many different sizes. We know a shape is a triangle if it has three straight sides and three corners. Remember, a corner is where two sides come together.



ACT: Let's trace a triangle in the air with our finger.

ASK: [*Display two different sizes of rectangles side by side.*]

- Are both of these shapes rectangles?
- How do we know? (four straight sides, four corners)



EXPLAIN: Rectangles also come in many different sizes. We know a shape is a rectangle if it has four straight sides and four corners.

ACT: Let's trace a rectangle in the air with our finger.

ASK: [*Display two different sizes of squares side by side.*]

- Are both of these shapes squares?
- How do we know? (four straight equal sides, four corners)



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Working with Shapes *continued*

EXPLAIN: There are many different sizes of squares. We know a shape is a square if it has four straight equal sides and four corners. Remember, equal means they are the same.

ACT: Let's trace a square in the air with our finger.

ASK: [*Display two different sizes of circles side by side.*]

- Are both of these shapes circles?
- How do we know? (round, have a curved line)

EXPLAIN: There are many different sizes of circles. We know a shape is a circle if it is round and has a curved line.

ACT: Let's trace a circle in the air with our finger.

EXPLAIN: Each of us will get a different shape for our game.

ACT: [*Give one shape to each child.*]

What is the name of your shape?

Ask your neighbor for help if you do not know the name of your shape.

I will hold up one shape at a time and tell you what it is. Then I will ask the people who have the same shape to pop up and hold up their shape. Remember, there are many different sizes of each kind of shape. Let's try it.

- [*Mix up your set of basic shapes and lay them in a stack in front of you face down.*
- *Display for children the shape at the top of your stack and say "I have __; who else has __? Example: "I have a circle; who else has a circle?"*
- *Continue until each child has had a turn.*
- *Collect shape cutouts, shuffle them, and pass them out to play again, if time permits.*]

RECAP: Today we played *I Have, Who Has?* again. This time we used shapes for our game!

Scaffolding Tips

Extra support ■ If children need additional experience with a certain shape, give them a different variation of the same shape for each round.

Enrichment ■ Invite children to lead the activity with the second stack of shape cutouts. Encourage children to lead by saying "I have __; who else has __?" ■ Increase the challenge of the game by saying the name of a shape but not showing the shape cutout you pull from your stack.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Working with Shapes *continued*

123 Center Activity

Place a paper with shapes drawn on it on each of several clipboards. Invite children to be shape detectives as they look around the room for something in each shape. Encourage children to draw the item they found next to the shape on the paper.

Family Child Care

Invite school-age children to lead the activity. Give younger children 2–3 different shape cutouts to put in front of them. They will each get to stand up 2–3 times!

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of social and physical environments

Children will strengthen their awareness of the difference between a need and a want.

Key Concepts

New: Expensive

Materials Needed

Those Shoes by Maribeth Boelts

Also Promotes

Social-Emotional

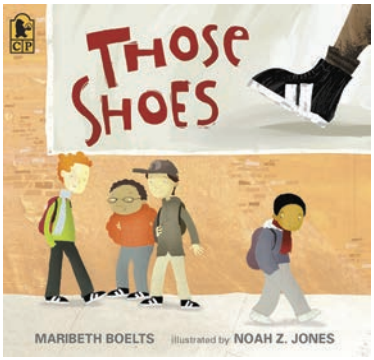
BEGIN: Last week we went to a pretend ice cream shop. Some of the pretend ice cream cost more pennies than other ice cream. A scoop of white ice cream cost one penny. A scoop of a different color of ice cream cost two pennies.

EXPLAIN: Sometimes we cannot have everything we want.

ASK: What is a reason we might not be able to have something we want? (not enough money)

EXPLAIN: We are going to read a book today about a boy named Jeremy who really wants a new pair of shoes. We need shoes to keep our feet warm and to keep from getting hurt. But the shoes Jeremy wants are very expensive. Something that is **expensive** costs a lot of money. Our book is called *Those Shoes*.

[*Display book cover.*]



Our book was written by Maribeth Boelts and illustrated by Noah Z. Jones.

ACT: [*Read the book without interruption unless children ask questions or seem confused. Describe illustrations that directly pertain to the story. At the end of the book reading, use questions, such as the following, to engage children in discussion of needs and wants:*

- *Why does Jeremy want the shoes? (because all of the other boys have them)*
- *What does Jeremy need? (boots for winter)*
- *When Jeremy's shoes begin to fall apart, his grandma takes him to get a new pair. Why doesn't she want to buy the shoes Jeremy wants? (they are too expensive)*
- *What do Jeremy and his grandma find at the thrift shop? (the shoes he wants)*
- *When Jeremy gets the shoes, he finds out that it isn't much fun to have them. Why? (they hurt his feet)*
- *What nice thing does Jeremy do for his friend at the end of the story? (gives his friend his new shoes) Why? (his friend needs new shoes and Jeremy's new shoes are the right size for his friend)*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36
DAY 4

Exploring Where We Live *continued*

Social Studies

RECAP: In our book today, Jeremy needed a new pair of shoes because his shoes were falling apart. Jeremy wanted an expensive pair of shoes that his grandmother could not afford to buy. Did Jeremy really need the expensive pair of shoes? (no) Jeremy needed a new pair of shoes, but he did not need an expensive pair of shoes.

Scaffolding Tips

Extra support: ■ Children may benefit from a brief description of a thrift shop. ■ In the discussion of expensive, invite children to describe something they may have wanted that cost a lot of money.

Enrichment: ■ Ask children to tell about a time they really wanted something they did not need. ■ Invite children to describe what they think Jeremy felt when he gave his friend the shoes that did not fit his (Jeremy's) feet?

Center Activity

Provide a small suitcase. Invite children to pretend to take a trip. They can take only three things with them. Fill a basket with various items children may want to take on the trip. Encourage children to choose three things that would be most important to them and explain why. Examples: different types of play food, toys, pillow, crayons, teddy bear, blanket, shoes, sunglasses.

Family Child Care

School-age children may have had experiences in spending money at a store. Encourage school-age children to describe times they wanted something they did not have enough money to buy. What was this like?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 4

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good Health Practices

Children will understand bones are a part of the body.

Key Concepts

New: Bones
Skeleton
Perfectly
Armor
Poison
Blob

Review: Protect

Materials Needed

Bones by Stephen Krensky

Also Promotes:

Science

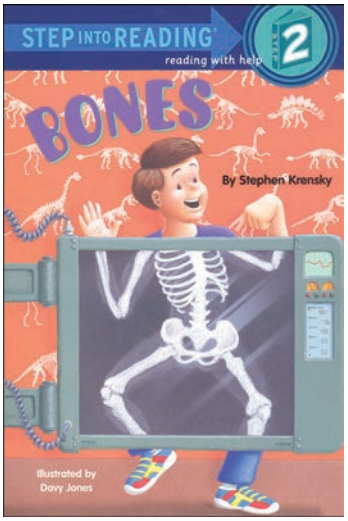
Mathematics

BEGIN: We are learning about different body parts that are on the outside and inside of our body.

- What is one body part that is on the outside of our body? (toes, knees, hands)
- What is one body part that is on the inside of our body? (stomach, heart, lungs)

EXPLAIN: Today we are going to learn about bones by reading a book. **Bones** are the hard pieces inside our body that make up our skeleton. A **skeleton** gives a body its shape. This is a picture of a boy's skeleton on the front cover of our book.

[*Display book cover.*]



Our book is called *Bones*. The author is Stephen Krensky, and the illustrator is Davy Jones. Our book will tell us about different kinds of bones and what they do.

Let's talk about some words that are in our book.

[*Discuss and define the words below:*

- ***Perfectly****—with no mistakes*
- ***Armor****—special metal clothing that soldiers used to wear to protect their bodies*
- ***Poison****—something that can hurt or kill things*
- ***Blob****—something that has no shape*]

ACT: [*Read the book without inviting talk until you have finished. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text. You may wish to omit the section of the book about dinosaur fossils as this topic will be discussed in Science Week 46.*]

EXPLAIN: Our book tells us we have 206 bones in our body. 206 is a very big number! The number 206 is so big it has three numbers in it.

[*Display and point to number 206 in book.*]

ASK:

- What numbers do we see in 206? (2, 0, 6)
- Last week we talked about our lungs and heart. How do bones help protect our lungs and heart? (there is a flat bone in front of our

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

Physical/ Health

heart, there are ribs in front of our lungs) We know that protect means to keep something safe from harm.

- We know it is important to wear a helmet when we ride a bike or tricycle. A helmet protects our brain. How do bones provide a helmet for our head? (there are bones around our brain)

RECAP: Today we read a book about bones. We learned that our bones are inside our body. Our bones grow as we grow and help us move. We have 206 bones in our body. That is a lot of bones!

Scaffolding Tips

Extra support ■ Remind children of the meanings of novel words as you read the words in the text of the book. Example: After reading "some of your bones act as armor" say, "Remember, armor is special metal clothing that soldiers used to wear to protect their bodies." ■ Draw attention to some joints in children's bodies, especially their knees. Invite children to feel the bones above and below their knees and to move a leg at the knee.

Enrichment ■ Children might be interested in locating bones in their own bodies. Encourage children to find their skull, bones in their hands, and bones in their arms and legs. ■ Display the book's illustration of a child looking for bones in an ear. What tool is the child using? (magnifying glass) Why? (a magnifying glass makes things look larger and bones in ear are very small)

Center Activity

If you were able to save children's completed tracings from last week, distribute to children who are interested in drawing bones that protect our lungs and heart. Children also may wish to draw other bones, especially bones in our legs and arms and bones that protect our head.

Another center option is to provide play dough and several small skeleton toys. Invite children to make skeleton prints in the play dough or mold bones from the play dough.

Family Child Care

A local doctor's office may be able to provide old skeletal posters. Encourage children to compare the shape and size of the bones. School-age children may enjoy reading the book to younger children as younger children find the bones on the posters or X-rays.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

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 Y.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter Y 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

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: 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 sound the letters make.

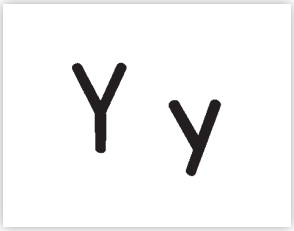
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

We stretch our bodies into different poses when we do yoga.]

We want to find lowercase letter y in our sentence.

[*Display letter card Y. Point to the lowercase y on the card.*

Encourage a volunteer child to look for and point to each instance of the lowercase letter y in the sentence as you display the Y letter card.]



What sound does the letter Y make?

Yes! Letter Y says /y/. Let's together say the sound of the letter Y: /y/.

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.*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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, 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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 5

Working with Shapes

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Number knowledge

Children will recognize larger numerals and different types of shapes.

Key Concepts

Review: Neither

Materials Needed

*Shape cutouts from Day 4—1 per child

Chart from Day 1

*Large numeral cards 1–20

*Printables provided

Optional Reading

Quack and Count by Keith Baker

BEGIN: Today each of us will have a shape so we can play *Shape Hokey Pokey*!

[*Give each child a shape cutout to hold. Invite children to put their shape in the circle (instead of a body part) as you sing. Sing the song: "You put your square in, you take your square out . . ." Sing the song four times; once for each kind of shape (circle, square, rectangle, triangle). This game is introduced in Week 10, Day 1 as an Enrichment tip.*]

EXPLAIN: Let's talk about some of the things we did with numbers and shapes this week. Let's look at our chart from Day 1.

ASK:

- How many of us had a brother only?
- How many of us had a sister only?
- How many of us had both a brother and a sister?
- How many of us had neither? Remember, neither means you do not have a brother or a sister.
- Which group had the most?
- Which had the fewest?
- Were any of the groups equal?

EXPLAIN: We are learning about numbers 1–20. I am going to hold up some numbers. Let's say the name of each number I hold up.

ACT: [*Hold up some numerals 1–20 out of order, one at a time. Encourage children to name each numeral.*]

Now I am going to put some shapes on the floor. Let's find the shapes I say!

[*Spread out shape cutouts on the floor, and call each child to find a shape you name. After children have found the shape, invite them to place the shape on the floor.*]

RECAP: This week we practiced counting to 20, making a chart, adding, and naming numbers and shapes. We also know how to find numbers and shapes around us. We are becoming math experts!

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

Scaffolding Tips

Extra support ■ As you count each group on the chart, point to each mark in the group to help children understand that when we count to find out how many, the last number counted is the total number in the group. ■ Hold up a mix of larger and smaller numbers. If children have difficulty identifying numerals presented in random order, hold up a small sequence of numbers, one at a time. Example: 11, 12, 13.

Enrichment ■ Encourage children to add the two smallest groups on the chart from Day 1 to find the number of children all together. Example: "Let's add the number of children who have a brother only and the number of children who have a sister only."

123 Center Activity

Encourage children to sort play food in the housekeeping center and then count the number of items in each group.

Family Child Care

Take children to the park to practice their math skills. Encourage children to count groups of items, find shapes in their environment, look for numerals on houses and signs, and make movement patterns as they walk!

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of social and physical environments

Children will understand that some families face difficulties in meeting their needs.

Key Concepts

New: Need
Food bank
Soup kitchen

Materials Needed

Maddi's Fridge by Lois Brandt

*2 pictures as shown

Also Promotes

Social-Emotional

*Printables provided

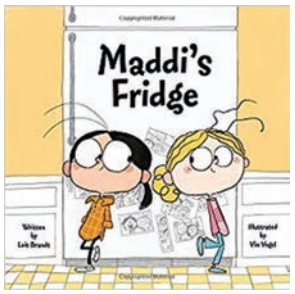
Optional Reading

Tight Times by Barbara Shook Hazen

BEGIN: Yesterday we read a book about a boy named Jeremy. Jeremy needed a new pair of shoes. Why couldn't Jeremy have the shoes he wanted? (they were too expensive) Jeremy needed a new pair of shoes, but he did not need an expensive pair of shoes.

EXPLAIN: Today we will read a book about a little girl who doesn't have the food she needs. A **need** is something we cannot live without. Sometimes families do not have enough money to buy the things they need.

[*Display book cover.*]



Our book is called *Maddi's Fridge*. It was written by Lois Brandt and illustrated by Vin Vogel.

ACT: [*Ask questions, such as the following, during or after the book reading:*

- *What does Sofia do when she gets hungry while she and Maddi are playing at the park? (runs to Maddi's apartment for a snack)*
- *Why doesn't Maddi want to get a snack? (she doesn't have any food in the refrigerator)*
- *Why doesn't Maddi have any food other than milk and bread? (her family doesn't have enough money to buy more food)*
- *How do you think Maddi feels about not having enough food? (embarrassed, sad)*
- *How does Sofia feel about Maddi not having enough food? (sad, worried)*
- *What does Sofia try to do for Maddi? (take food to her)*
- *Sofia finally tells her mother about Maddi's problem even though she promised Maddi she wouldn't. Why do you think she told her mother? (she was worried, she wanted to help)*
- *What did Sofia and her mother do for Maddi and her family? (took food to them)*]

EXPLAIN: Many people do not have enough money to meet their own needs. An adult in the family may have lost a job or cannot earn enough money to pay for the things the family needs. There are places that help families when they cannot meet their own needs.

[*Display picture of a food bank.*]



Auburn Alumni Association/flickr/(CC BY 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

A place called a **food bank** gives food to people who do not have enough to eat.

[*Display picture of a soup kitchen.*]

People can also visit a place called a soup kitchen to get food. A **soup kitchen** serves people a meal to eat. It is called a soup kitchen because many times soup is offered to people.



USDA/flickr/(CC BY 2.0)

RECAP: Today we read a book about a little girl who didn't have enough to eat. The family of the girl's friend offered food. We learned there are places in a community that offer food to people who do not have enough money to buy what they need.

Scaffolding Tips

Extra support ■ To help children better understand Maddi's situation, discuss how they would feel if they didn't have enough food to eat.

Enrichment ■ Explain to children that some children are hungry much of the time. How can people help others who cannot meet their own needs?

Center Activity

Set up the housekeeping area like a food bank. Encourage children to pretend to give food to others who are hungry.

Family Child Care

Invite children and their families to help with a Family Child Care food collection. Take children on a trip to a food drop-off location so they can experience helping others in need.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 36

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good Health Practices

Children will understand the contents and uses of a first aid kit.

Key Concepts

New: First aid kit

Materials Needed

Classroom first aid kit

Doll

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

We are learning a lot about our bodies. Yesterday we learned how our bones protect parts of our body. Several weeks ago we talked about ways to keep our skin safe when it is sunny outside.

EXPLAIN: Sometimes we may hurt part of our body. We may scrape our knee when we fall; or we may bump our arm on something.

ASK:
- Have you ever hurt a part of your body?
- What happened?

EXPLAIN: We may need to use special items when we get hurt or become sick very quickly. These items can be found in a first aid kit. A **first aid kit** is a bag or case that holds items that are used to help someone who is hurt or someone who has become sick very quickly.

[*Display classroom first aid kit.*]

ASK:
- Have you ever seen a first aid kit?
- What kinds of things are in a first aid kit?

EXPLAIN: Only an adult should remove items from a first aid kit.

Today we are going to look at things that are in our classroom first aid kit. We are also going to practice using some of the items on our doll.

[*Display doll.*]

We will pretend our doll got hurt or sick.

ACT: [*Display and describe each item in your classroom first aid kit. You may wish to pass some items around the circle so children can get a closer look. Pass only items that are safe for children to handle. Common items that can be found in a first aid kit include the following:*

- *Band-aid®—a sticky bandage that is used when someone has a scrape or cut. A band-aid® helps keep a scrape or cut clean and may help stop the scrape or cut from bleeding*
- *Thermometer—a tool that helps measure someone's temperature*
- *Gauze—a thin fabric that is used to keep a cut or scrape clean and dry*
- *Medical tape—used with gauze to help it fit tightly on a scrape or cut*
- *Latex gloves—used to keep hands clean and germs away from someone who is sick or hurt*
- *Cool pack—a plastic bag filled with a cold material that helps bumps and bruises feel better and helps stop swelling*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

Physical/ Health

- *Antiseptic wipes—small wet cloths that, when rubbed on a cut or scrape, help to kill germs and keep the cut or scrape clean*

Invite volunteer children to use child-safe items on the doll. Examples: invite a child to put a band-aid® on the doll's leg, invite a different volunteer child to pretend to take the doll's temperature.]

RECAP: Today we learned about items in our classroom first aid kit. These items can help us when we hurt a part of our body or we get sick very quickly. Remember, only an adult should remove items from a first aid kit. We do not use our kit for play.

Scaffolding Tips

Extra support ■ To help children better understand when a first aid kit might be used, tell about a time someone got hurt and an item from a first aid kit was used.

Enrichment ■ Invite children to describe a time an adult used an item from a first aid kit to help them when they were hurt or sick.

Center Activity

Provide a shoebox and materials for a pretend first aid kit. Examples: band-aids®, toy thermometer, latex gloves, gauze, medical tape. Place the pretend first aid kit in the housekeeping area and encourage children to pretend they, or a stuffed animal or doll, are hurt or sick.

Family Child Care

Invite school-age children to describe a time they may have broken a bone or required stitches. Explain to younger children that when we break a bone or get a cut that is deep in our skin, we need to visit a hospital. People who work at a hospital may use items that can be found in a first aid kit, such as a thermometer, latex gloves, or antiseptic wipes.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37 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 Z (Days 2–5)

Mathematics

Counting Things

- Identifying the number that is one more than a given number (Days 1–3)
- Creating a group of items that is one more than a number given (Days 2, 4, 5)

Self-Regulation

See Physical/Health

Social Studies

Exploring Where We Live

- The concept of moving from one place to another place (Days 1, 5)
- Reasons why people move from one home to another home (Days 2, 5)
- How some things are different and some things are the same when we move to a new home (Days 3, 5)
- Packing carefully for a move to another place (Days 4, 5)

Creative Expression

Being Creative

- Some creative ways to use letters, words, and pictures to help us understand how different animals move (Day 1)
- Some creative ways to organize pictures in a book (Day 2)
- How illustrations can be used to show the actual size of things (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing galloping (Day 4)
- Practicing hopping (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

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 Y.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter Y card

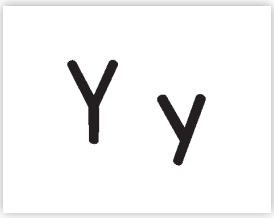
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter Y card.*]



The word "yoga" begins with this letter. What is the name of this letter?

Letter Y says /y/, just like in the word "yoga." /y/, /y/, yoga. Let's together say /y/, /y/, yoga.

Who would like to tell us another word that begins with the letter Y?

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?*]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding that the number that comes after another number is one more.

For Option 2

Key Concepts

Review: One more
Number list

Materials Needed

*Game cube from Creative Expression Week 11, Day 3

*Large numeral cards 1–9

*Number list

*Printables provided

Option 1: Offer the Week 21, Day 1 activity to review the concept of one more.

Option 2: Engage children in playing a game with a game cube and large numeral cards. Children will perform a movement various amounts of time. This option involves asking children what is one more than the number shown on the large numeral card.

Display the number list. Remind children that a number list shows numbers from 1–10. Remind children that the number that comes after another number is one more. Point to a number on the list and invite children to say what is one more than (number pointed to). Repeat with several other numbers. Put aside the number list.

Display the game cube. Describe each movement pictured on the cube. Explain that our game uses our cube and large numeral cards.



Display the large numeral cards in order from 1–9. Then shuffle the cards so they are in random order. Place the cards face down in front of you.

Invite two children to come to the front of the circle. Invite the first child to roll the cube and describe the movement pictured on top of the cube. Invite the second child to draw the top card off the stack of large numeral cards and say the numeral drawn. Invite all children to say the number that is one more. Then encourage all children to do the movement as many times as the drawn card says; plus one more. Example: "Tasha rolled the movement 'hop.' James rolled the number two. One more than two is three. Let's hop three times!"

Continue until all children have had a turn to roll the cube or choose a large numeral card.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 1

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 moving.

Key Concepts

Review: Move
Community

Materials Needed

None

Optional Reading

Boomer's Big Day by Constance W. McGeorge

BEGIN: What area in our classroom were you in before you came to our large group area? (computers, housekeeping, bathroom, etc.)

EXPLAIN: We moved from one area in our classroom to another area in our classroom when we joined our large group.

Remember, when we move we go from one place to another place. There are many different types of moves.

- We move from center to center in our classroom (from science center to art center, from housekeeping to outside).
- Sometimes we move to a different classroom (when children get older, when combining classes).
- Some children move from our classroom to a kindergarten classroom in a different school.
- People can move from one home to a different home.

Imagine that you are playing in the block area in our classroom. Now imagine that you moved to the art center to play.

ASK: How is the art center different than the block area?

[*Follow-up prompts, if needed: "What types of things are in the art center and in the block area?" "What can you do in the art center that you cannot do in the block area?"*]

EXPLAIN: Let's think about a family that moves from one home to a different home.

ASK:
- Will the family's new home be different than the home the family used to live in?
- What might be different?

EXPLAIN: A family might move to a different home in the same community. Remember, many neighborhoods together make up a community. A family stays in the same town or city when a family moves to a different home in the same community.

A family might move to a new home in a different community. A family might live in a home off base (post, camp) and then move to a new home on base (post, camp).

A family might move to a new home in a community that is far away. A family might move to a different country.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 1

Exploring Where We Live *continued*

Social Studies

RECAP: Today we learned that we go from one place to another place when we move. People can move from place to place within a room, or to different classrooms, or to different schools. People can also move from one home to another home. The place we move to is usually different than the place we came from.

Scaffolding Tips

Extra support ■ To emphasize the concept of moving in the opening segment of the session, summarize how some specific children moved from one area to another. Examples: "Tyrone moved from the block area to our group." "Janelle moved from housekeeping to our group."

Enrichment ■ Use a map of your center (one that shows classrooms) or a map of your community to show some locations of places that children might move from and to.

Center Activity

Provide puzzles depicting different types of homes or communities, or other matching/lotto games with a community focus. Examples: community helper puzzle, community helper felt board set, community sorting game, community helper lotto.

Family Child Care

Encourage school-age children in your setting to describe what it was like to move to a new classroom (such as kindergarten) in a school building.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 1

Being Creative

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will be aware of some creative ways to use illustrations, words, and sentences in a book to help a reader understand something.

Key Concepts

New: Slither
Snag
Prey
Waddle

Review: Creative

Materials Needed

Move! by Steve Jenkins and Robin Page

Also Promotes

Language/Literacy

BEGIN: [*Display book cover. Point to images as you describe or talk about each.*]



Let's talk about what is happening on the cover of our book. What do we see? (a rabbit jumping or hopping, some letters, green grass)

The letter M is on the cover of our book. How is the rabbit using the letter M? (something to jump or hop from, using its back legs)

The letters are not in a straight line. What do we notice about the letters? (letter M is tilted, tipped to the side; the letters **o** and **e** are slightly tipped)

EXPLAIN: The cover of our book can make us feel like things are moving. The rabbit is moving. The letters look like they have moved around.

Our book is about moving. It describes how different types of animals move. The cover of our book shows things moving because the book tells us about moving.

[*Point to title, letter M, and names as you describe each.*]

The title of our book is *Move!*

ASK: What is the first letter of the word move?

EXPLAIN: Our book was written and illustrated by Steve Jenkins and Robin Page. Here are their names on the cover of the book.

Mr. Jenkins and Ms. Page were creative in making the cover of our book. We know that when we are creative, we use an idea to make or do something new. Mr. Jenkins and Ms. Page had an idea about how to make the cover of a book makes us feel like things are moving.

In our book today, Mr. Jenkins and Ms. Page used words, sentences, and pictures in a creative way to help us understand how animals move.

Let's look at some other creative things Mr. Jenkins and Ms. Page did in putting together our book.

[*Display inside cover page that shows penguin standing on letter e. Point to title, letter e, and penguin as you mention or ask about each.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Creative *continued*

Creative Expression

ASK:
- This page shows the title of the book again. What is our book called? (*Move!*)
- This page shows a penguin. What is the penguin doing? (standing on the letter e)
- Does the penguin look like it is standing still or getting ready to move? (getting ready to move)

EXPLAIN: Remember, the rabbit on the cover of our book was standing on the letter M. On this page, the penguin is standing on the letter e. Letters are used in a creative way in this book. The letters on this page are straight. They do not look like they have moved. But the page can still make us feel like things are moving because the penguin looks like it is going to move.

[*Display pertinent pages and point to the following action words as you mention each: swing, walk, dive, swim.*]

The pages of our book tell us different ways animals move. This page tells us about an animal that can swing. The next page tells us about an animal that walks. Here is the word "walk."

This page describes an animal that can dive. Here is a page about an animal that can swim.

ASK: [*Display one or more of the pages with the action words reviewed above. Point to text as you describe word size.*]

Each page of our book has words on it. What do you notice about the words that tell us how an animal moves? (the words that tell how an animal moves are bigger than other words on the page)

EXPLAIN: Mr. Jenkins and Ms. Page help us focus on the words that tell us how an animal moves by making the words bigger than other words on a page.

There is one more way Mr. Jenkins and Ms. Page use words in a creative way in our book.

ASK: [*Display any page introduced above and point to the lines of text as you describe them.*]

The sentences do not follow a straight line. How are sentences used in our book? (they follow the outline of a picture, sometimes they look like they are moving)

[*Point to and describe text that follows the outline of a picture. Example: "A praying mantis climbs a blade of grass."*

Point to and describe text that looks like it is moving. Examples: On the "fly" page, "then spreads its wings and flies." On the "leap" page, "a crocodile leaps to snag its meal."]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Creative *continued*

Creative Expression

ACT: Let's read our book to find out how different types of animals move.

[*Read the book. Define the following words as appropriate:*

- ***Slither*** *means to slip or slide along. Sometimes animals that slither go from side to side.*
- ***Snag*** *means to catch something.*
- ***Prey*** *is something that is hunted or killed by another animal for food.*
- ***Waddle*** *means to take short steps and sway from side to side.*]

RECAP: [*Show book cover.*]

Have you ever seen something jump from the top of a letter? Our book shows some creative ways to use letters, words, and pictures to help us understand how different animals move. The cover of our book makes us feel like things are moving. The book describes ways that different animals move. Two of the ways animals can move are to slither and to waddle.

[*As a transition, suggest that children slither or waddle to their next location.*]

Scaffolding Tips

Extra Support ■ If you anticipate the repeated use of the author/illustrator names (Mr. Jenkins and Ms. Page) will be too challenging for some children to comprehend, explain in the opening segment (when you introduce them as author and illustrator) that we will call them the authors of our book. Then use the word "authors" instead of their names. ■ Children may ask about some of the animals. See the two pages at the end of the book for information on animals featured in the book.

Enrichment ■ In the discussion of the book cover, explain that the red symbol is called an exclamation point. An exclamation point is used at the end of a word or a sentence. The exclamation point means there is a lot of emotion in the word or words. We know that happy and sad are emotions. Does the rabbit look happy about jumping? The exclamation point adds a different color to the book cover (red). ■ In the discussion of the second title page (which features a penguin), ask how the picture of the penguin makes us think it is ready to move. (one leg is partially lifted, one arm is lifted, head is looking away)

Center Activity

Provide paper and drawing tools for children to make the cover of a book about one of the ways animals can move (swim, climb, leap, float, etc.). Help children write the action word on their paper, if they wish. Another option for a center activity is to provide the *Move!* book for children to enjoy. Some children may wish to use a finger to trace text lines.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 1

Being Creative *continued*

Creative Expression

Family Child Care

Invite a school-age child in your setting to help you read the book by saying the action words (swing, walk, dive, etc.) as you introduce new pages.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify and name the letter Z.

Key Concepts

Review: Zigzag

Materials Needed

Chart paper

*Letter Z card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn a different letter of the alphabet.

[*Display letter Z card.*]

ASK: Does anyone know the name of this letter?

ACT: This is the letter Z. We can write the letter Z in two ways. We can write the letter Z like this.

Z z

[*Demonstrate writing an uppercase Z at the top of a chart paper.*]

This is an uppercase Z.

We can also write the letter Z like this.

[*Demonstrate writing a lowercase z at the top of a chart paper.*]

This is a lowercase z.

We are learning about how artists use lines to create art. We know that a zigzag line is a line with short, sharp turns or corners. Let's make a zigzag line with our finger!

The word "zigzag" begins with the letter z. I will write the word "zigzag" on our chart. I am going to write "zigzag"with a lowercase (small letter) z.

[*Say each letter as you write the word. Emphasize z.*]

Let's all say the word "zigzag."

[*Invite a volunteer child to point to both letter zs in the word "zigzag."*]

Let's look at the very first letter of our name. Pop up if you have the letter Z 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 Z at the beginning of their name. If there are children whose name begins with the letter Z who do not stand, point to the letter Z on their name card. Compare the letter Z in their name as you hold the letter Z card next to their name card.*

If no one in the group has a first name beginning with the letter Z, say "No one popped up because no one has a name that starts with the letter Z." 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 Z.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

If a child indicates there is a letter Z 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 z that appears somewhere else in a child's name.]

RECAP: Today we learned about the letter Z. What word begins with the letter z? (zigzag)

Scaffolding Tips

Extra support ■ After demonstrating how to make an uppercase Z, turn your back to children and lead them in making the letter Z in the air with their arm and hand. ■ You may wish to briefly review the zigzag line introduced in Creative Expression Week 35, Day 1.

Enrichment ■ Share with children that the letter Z is made with a zigzag line.

Center Activity

Provide *letter picture cards familiar to children. Encourage children to name letters and the sounds they make in each word.

*Printables provided

Family Child Care

Invite school-age children to share alphabet books with younger children. Examples: *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault and *Eating the Alphabet: Fruits & Vegetables from A to Z* by Lois Ehlert. Encourage younger children to point to and name letters they know.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of one more.

For Option 2

Key Concepts

Review: One more

Materials Needed

2 dice

Small counters of the same size and color—13 per child

Option 1: Offer the Week 21, Day 3 activity to review the concept of one more.

Option 2: Engage children in rolling two dice and naming the numeral that is one more than the number of dots shown on the top of the dice. This option includes making a group of counters that is one more than the amount of dots shown on top of the dice.

Remind children that the number that comes after another number is one more. Invite children to make groups of counters that are one more than the number of dots shown on the dice.

Show two dice. Invite one child to roll the die. Invite another child to count the number of dots on the tops of both die. Invite all children to say the number that is one more than the number of dots shown on the two dice. Demonstrate making a group of counters equal to one more than the number of dots on top of the dice.

Give each child 13 counters. Invite children to place the counters in front of them. Remind children that each of us will make a group of counters that is one more than the number of dots on top of the dice.

Give the first child two dice. Encourage the child to roll both dice and say aloud the number of dots all together. Then invite all children to say the number that is one more than the total number of dots. Encourage all children to count out from their group of counters the number of counters that is one more than the total number of dots all together. Then encourage children to put all of their counters together for another round. Continue until all children have had a turn to roll the dice.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 2

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand there are different reasons why people move from one home to another home.

Key Concepts

Review: Move

Materials Needed

None

Optional Reading

Two Homes by Claire Masurel

BEGIN: We are learning about moving. One type of move happens when we move from one home to a different home.

ASK:
- Who has moved to a new home?
- What happened?

[*Encourage children to describe their experiences with moving to a new home.*]

EXPLAIN: Families move from one home to a different home for different reasons.

- A family member might get a new job that is too far away to stay in the same home. Sometimes a family member gets a job far away in a different country.
- A family might move because the family gets bigger. A family might have a new baby or a relative might come to live with them. The family may need more space to live in.
- A family might move because some family members don't live together anymore. Sometimes a mom/dad moves to a new home and the other parent still lives in the same home with the children. Children may spend time at both homes.
- A family might move to a new home if they want to be in a different place. The family might want to live closer to a different school in the same community. A family may decide to live in a place that has warmer weather or is near a favorite place, like the ocean.

ASK: Who can tell us a reason why your family moved or why someone you know moved to a new home?

RECAP: Today we talked about why people move from one home to a different home. There are many different reasons why people move from one home to another home.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 2

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Explain that a "reason" is why something happened. ■ You may wish to describe your own reasons for a move. Examples: "My family moved when I was younger because a new baby was added to our family. We needed a bigger house." "I got a new job and moved to a different home so I could live near my job."

Enrichment ■ Invite children to think of additional reasons why a family might move. Examples: something happened to their house, or a parent deployed.

Center Activity

Add *Houses and Homes (Around the World Series)* by Ann Morris to your library center. Encourage children to describe things they see in the book that are similar to and different than their own homes, or homes of family members.

Family Child Care

Invite preschool-age and school-age children in your setting to ask their parents about a reason for a move. Write down the reasons and talk with children about reasons that are the same and reasons that are different.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 2

Being Creative

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will be aware of some creative ways to organize book illustrations to help a reader learn new information.

Key Concepts

New: Scoop
Capture

Review: Organize
Creative

Materials Needed

Move! by Steve Jenkins and Robin Page

What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page

Also Promotes

Language/Literacy

Science

Be Prepared: This activity focuses on the creative design of a book, including the use of illustrations. The activity's first segment pertains to book features. The second segment involves reading the book. Five different animals are included for each of six different body parts (total: 30 animals). For each of the six body parts, we suggest you read selectively by describing animals of interest to children in your group. For background information on the animals, see the four pages at the end of the book.

The activity plan uses the words "picture" and "illustration" interchangeably. Also, the activity plan frequently refers to a "page" in describing various illustrations but in most cases the illustrations span two adjacent pages.

BEGIN: [*Display cover of Move!*]



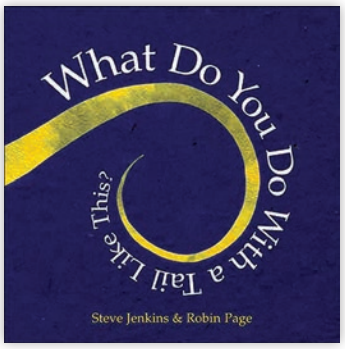
We read and talked about this book yesterday. The book described some different ways that animals move. The book used letters, pictures, and words in creative ways to help us learn how animals move.

[*Point to book features, or invite a child to point to book features, as you recall each.*]

Remember, the cover of our book yesterday shows a rabbit jumping from the letter M. The words on the pages that tell how animals move are written in big letters. Some of the sentences in this book follow the outline of a picture.

The book we read yesterday was written and illustrated by Steve Jenkins and Robin Page. Today we are going to read and talk about another book by Mr. Jenkins and Ms. Page. Our book for today also uses some creative ways to help us learn about animals.

ASK: [*Display cover of What Do You Do With a Tail Like This?*]



- What do we see on the cover of our book? (words, a curly thing that some children may identify as a tail, names of author and illustrator)
- The curly thing is a tail. Can we tell from the cover of our book what animal has a tail like this? (no)
- What did Mr. Jenkins and Ms. Page do with the words on our cover? (put them around the tail)
- The title of our book is *What Do You Do With a Tail Like This?* Does the book cover help us get interested in the book?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Creative *continued*

Creative Expression

EXPLAIN: Mr. Jenkins and Ms. Page want us to be interested in this book. They want us to open the book to learn more. The cover of the book shows a tail but does not show the animal that has this tail. The title of the book asks a question about a tail. We need to open the book the find out what animal has a tail like this and how the animal uses the tail.

ASK: [*The following questions are intended to promote children's interest in the book topic, not guess correct responses. Support children in generating as many different ideas as they wish.*]

- What animal might have a tail like this?
- How would an animal use a tail like this?

EXPLAIN: Several weeks ago we talked about some parts of our own bodies. This book tells us how some animals use parts of their bodies.

We learn information in a book by looking at pictures or illustrations and by listening to (or reading) words and sentences. Mr. Jenkins and Ms. Page organized information about the parts of animals' bodies in a creative way. We know that information is put in a specific place or order when it is organized. In our book today, information about animals' bodies is organized by different body parts.

Let's look at how information on noses is organized in our book.

The noses of five different animals are shown on this page. Let's count the number of noses together.

[*Display and describe page that shows five different animal noses. Point to each pictured nose as you lead children in counting.*]

We do not know what animals have the noses shown on this page. The page asks a question: "What do you do with a nose like this?" We can make guesses about the answer to this question. The answer to this question is not included on this page.

We can learn which noses belongs to which animal and how an animal uses its nose by turning to the next page in our book.

[*Display page that shows and describes five animals and their noses.*]

We can match animals to their noses on this page. The noses shown on the other (prior) page are parts of the animals shown on this page.

[*Point to one nose on the page with five noses and then show on the next page which animal the nose belongs to.*]

ASK: [*As part of asking the following question, show again the page with five noses and then the next page with five animals to which the noses belong. The intent is for children to compare size of illustrations.*]

Which page shows a larger picture of an animal's nose? (page with five noses)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Creative *continued*

Creative Expression

EXPLAIN: Putting together the illustrations of five noses helps us see each nose better than when a nose is shown as part of its animal. A nose is bigger when it is the only thing in an illustration.

[*Turn to page that shows five tails. Point to long tail when you describe it.*]

Some parts of animals are so big that only some of the body part can be shown in our book. Please look at this illustration of a tail. We can see only part of the tail in this illustration because it is so long.

[*Turn to the page that shows five sets of eyes. Point to particularly large eyes when you discuss them.*]

Here are illustrations of animals' eyes. Five sets of eyes are shown here. Some of the eyes are large. The illustrations help us focus on the eyes of some animals. We can see things in these illustrations that we cannot see in smaller illustrations of animals' eyes.

[*Turn to page that shows five animals to which the eyes belong. Again, the intent is for children to compare the size of the illustrations.*]

The eyes belong to animals shown on this page. There are five animals for the five sets of eyes shown on the other (prior) page. Mr. Jenkins and Ms. Page organized the eyes the same way they organized the noses and other body parts described in our book. First we see different types of the same body part. We do not know which type belongs to which animal or how the animal uses the body part. Then we turn the page and see which animals have the body part.

ASK: [*As part of asking the following question, show again the page with five sets of eyes and then the next page with five animals to which the eyes belong. The intent is for children to compare size of illustrations.*]

Which page tells us more about what different animals' eyes look like: the page that shows us five sets of eyes or the page that shows us which animals belong to the eyes? (the page with illustrations of five eyes)

EXPLAIN: Some of the words and sentences in our book are organized like some of the words and sentences in the book we read yesterday.

[*Turn to page that shows five animals and their tails. Point to features described below.*]

This is a picture of a skunk. A skunk can make a stinky spray. Please look at how the words near the skunk's tail are organized to look like spray coming out of the skunk.

Please also look at how a sentence follows the outline of a lizard. We saw sentences used like this in our book called *Move!*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Creative *continued*

Creative Expression

ACT: Now let's read parts of our book. There are many animals in our book. We can learn about animals that are of interest to us. Our book helps us learn about six different parts of animals: nose, ears, tail, eyes, feet, and mouth.

[Read the book as suggested in Be Prepared. Define the following words as appropriate:

- ***Scoop** means to pick up something.*
- ***Capture** means to catch something.]*

RECAP: Today we talked about a creative way to organize information in a book. Our book was about parts of animals' bodies. Steve Jenkins and Robin Page wrote and illustrated our book. They organized the book to first show different types of the same body part. Then there was a page that showed what animals belonged to which body part. The page that showed only body parts helped us look more closely at the body parts. This page also made us guess which animal belonged to which body part. Why? (because the page that showed body parts only did not show the animal)

Scaffolding Tips

Extra Support ■ When you remind children that we recently talked about our own body parts (Physical/Health Weeks 35 and 36), encourage children to touch or point to their nose, ears, eyes, feet, and mouth. These parts are among those discussed in today's book. Also, ask if we have a tail.

Enrichment ■ As you read about animals of interest to children in your group, emphasize that animals used their body parts in different ways. Example: the giraffe used its tail to brush away flies and the monkey used its tail to hang from a tree.

Center Activity

Provide today's book and yesterday's book (*Move!*) for children to compare how Steve Jenkins and Robin Page used pictures, words, and sentences in creative ways. Encourage children to find pages in the two books that are similar and different in how words and sentences are used.

Family Child Care

In advance of reading the book, you may wish to help a school-age child in your setting learn about a particular animal in the book (see last four pages of the book) and then tell about the animal when you read the book with younger children.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

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 Z.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter Z card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter Z card.*]

What is the name of this letter?

[*Point to the uppercase letter Z on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter Z?



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will identify a number that is one more than a displayed number.

For Option 2



Key Concepts

Review: One more



Materials Needed

*Large numeral cards 1–10

*Large numeral cards 1–9 for staff use

*Printables provided

Option 1: Offer the Week 22, Day 1 activity to review the concept of one more.

Option 2: Offer an activity in which children individually identify a numeral card that represents one more than a displayed numeral card.

> **Be Prepared:** If more than 10 children participate in the activity, use an additional set of numeral cards so each child in the group holds one large numeral card. This arrangement means that more than one child will hold the same numeral card.

Encourage children to remind us what is one more. (the number that comes after another number is one more)

Give each child one large numeral card (from 1–10). Invite each child to display and say the number he/she is holding. Place in front of you a set of large numeral cards organized in random order. Draw the top card from your set and place it on the floor (table) where all children can see it. Invite children to say the number on the card. Then encourage the child holding the numeral card that is one more than the displayed numeral card to place his/her card next to the number shown. Encourage the child to say the number on his/her card. Then place both cards to the side.

Repeat until all children have had a turn to place their large numeral card next to a large numeral card that you draw. If time permits, offer another round with shuffled cards (with the intent of children receiving a different card in this round).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 3

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand that some things are different and some things are similar or the same when people move to a new home.

Key Concepts

Review: Move
Similar
Different
Desert

Materials Needed

*6 pictures as shown

*Printables provided

Optional Reading

The Leaving Morning by Angela Johnson

BEGIN: We know that when we move, we go from one place to another place.

EXPLAIN: Today we will learn that some things are different and some things are similar or the same when people move to a new home. Remember, when things are similar they are like each other but not the same. Things that are different are not the same.

ASK:

- If a child moves to another classroom, what things might be different? (children, teachers, toys, routines, etc.)
- What things in a new classroom might be similar to the classroom the child moved from? (cubbie, art center, block center, bathrooms, outdoor area, etc.)

EXPLAIN: Let's learn about some children who recently moved to another home.

[*Display picture of Jason. Read or use your own words to tell about Jason's move.*]



This is a picture of Jason. He is four years old and lives with his mom. Jason's mom wanted to live closer to where she works. Jason and his mom moved from their apartment to another apartment that was closer to his mom's job. Jason carefully packed up his dinosaur book collection, dinosaur posters, and all of his dinosaur figures to move to his new bedroom.

Jason and his mom still live in the same community, but in a different apartment. Their new apartment is near Jason's preschool program. Jason did not move to a different preschool program when he moved with his mom to a different apartment.

Jason and his mom still go to their favorite pizza restaurant. Jason goes to the same library for Saturday morning story time with his favorite librarian.

When Jason moved into the new apartment, he met a family with twin girls who love dinosaurs as much as he does. The girls invited Jason to play at their home with their dinosaurs.

[*Display picture of an apartment building and an apartment complex, one at a time as indicated below.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

This is a picture of the apartment building Jason and his mom moved to. Here is a picture of the apartment Jason and his mom used to live in.



Chicago Crime Scenes/flickr/(CC BY-NC 2.0)



ASK:

- How are Jason's old apartment and new apartment similar? (many windows, more than one floor)
- How are they different? (one is taller, one has garages and balconies)
- What kinds of things did Jason do at his new home that were the same as what he did at his old home? (go to the same preschool, go to the library, eat pizza at the same restaurant, play with dinosaurs)
- Jason still got to be with his friends at the preschool program and at the Saturday library time when he moved. Did he make any new friends? (yes, twin girls who also liked to play with dinosaurs)

EXPLAIN: [*Display picture of Nakita. Read or use your own words to tell about Nakita's move.*]



This is a picture of Nakita. She is three years old. Nakita lives with her mom, dad, and a brother who is one year old. The family moved to another home because her dad received a new military assignment. The family moved far away to a community that is near a desert. Remember, a desert is a very dry place where many plants cannot grow.

Nakita helped pack her favorite stuffed animals, rock collection, and her bicycle to take to her new home. The family could not bring Nakita's swing set to their new home because it was too big to pack up.

[*Display picture of duplex.*]



NNECAPA Photo Library/flickr/(CC BY 2.0)

Nakita's family used to live in a duplex on a military installation. Another family lived next door.

[*Display picture of single-family home next to picture of duplex.*]

This is a picture of the home Nakita and her family moved to. There are some desert plants in the front yard.



ASK: How are the two homes different? (duplex has another home next door, one has grass in front, one has rocks and a cactus in front, one has a garage)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

EXPLAIN: There is a park near Nakita's new home. The park has a big swing set that Nakita can play on. The swing set is much bigger than the swing set Nakita had at her old home. The park also has a path where Nakita can ride her bicycle.

Nakita now goes to a different child care center.

ASK: Why does Nakita go to a different child care center? (because her new home is far away from where her family used to live)

EXPLAIN: Nakita's mom took her to visit the new child care center before she started her first day. Nakita met her teacher, Ms. Sandra. Ms. Sandra showed Nakita the classroom. The classroom has a block center, art center, and housekeeping area, just like the classroom she used to be in. Nakita found her cubbie with her name on it, just like she had at her last child care center.

Nakita's new classroom has an aquarium with fish. Her old classroom did not have an aquarium. Ms. Sandra asked Nakita to help another child feed the fish on her first day.

Ms. Sandra introduced Nakita to Luis. Luis was Nakita's helper during her first week in the new classroom. All children who are new to the classroom get a helper who shows a new child how the classroom works.

ASK:

- Nakita and her family moved to a different home in a new community. What things did Nakita get to do at her new home that were the same or similar to what she did at her old home? (play with stuffed animals, ride her bicycle, have her favorite jelly and crackers)
- What things did Nakita get to do at her new home that were <u>different</u> than what she did at her old home? (play on a bigger swing set, feed fish at her new child care center)

RECAP: The home a family moves <u>to</u> is different than the home a family moves <u>from</u>. But not everything is different. Some things in the new place are the same or similar to things where a family used to live.

More things were different for Nakita at her new home than were different for Jason at his new home. Why? (because Nakita moved to a different community, Jason stayed in the same community)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 3

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Some children may not be familiar with the concept of floors in an apartment building. Point out the floors in a picture of an apartment. ■ If children seem unfamiliar with the types of housing included in this activity, review Social Studies Week 10.

Enrichment ■ Encourage children who have experienced a move to think of their home right now and then think of things that might be similar to or different from where they lived before.

Center Activity

Provide a car mat and toy cars in the block center. Encourage children to build things they would find in a community or neighborhood. Examples: store, church, school, library, park.

Family Child Care

Encourage children to pretend their family moved to your home. What would be different and what would be the same or similar if their family lived in your home compared to where they live now?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 3

Being Creative

Creative Expression

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Children will understand how illustrations can be used in a book to show actual size of things.

Key Concepts

New: Actual

Review: Size

Materials Needed

Actual Size by Steve Jenkins

Also Promotes

Science

Mathematics

Be Prepared: Use the last four pages of the book for your own background information on animals featured in the book. You may wish to include some of the information in discussions with children about illustrations.

BEGIN: We are learning about creative ways to use illustrations and words to help readers of a book learn about something. Today we are going to read and talk about a book that shows the size of animals or a part of an animal. We know that size means how big or small something is. Our book was written and illustrated by Steve Jenkins. He was one of the authors and illustrators of the two books we read earlier this week about creative ways to help readers learn about animals.

ASK:
- What are some big animals?
- What are some small animals?

EXPLAIN: [*Display book cover. Point to each illustration as you describe it.*]



The cover of our book shows a small animal and the hand of a very big animal. The small animal is a monkey. The hand is a gorilla's hand.

The illustrations of a monkey and a gorilla's hand show their actual sizes. **Actual** means real or true. The cover of the book shows that the gorilla's hand is much bigger than the entire monkey. The monkey is sitting on the gorilla's thumb.

The book cover also tells us that the gorilla is so big that only its hand can fit on the cover of our book. Remember, our book today shows the actual size of animals or parts of animals.

ASK:
- How much larger is the gorilla's hand than our hand?
- Is the monkey bigger or smaller than our hand?

EXPLAIN: Let's find out by putting our hand on top of the illustration of a gorilla's hand and then on top of the illustration of the monkey on the cover of our book.

ACT: [*Demonstrate by placing your hand on the book cover twice: first on the gorilla's pictured hand, and then on the monkey illustration. Pass around the book so children, one at a time, can place a hand on top of the illustration of a gorilla's hand, if they wish.*

Encourage children to tell about the size of their hand in relation to the two illustrations on the book cover, using terms such as bigger, smaller, or the same.]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37
DAY 3

Being Creative *continued*

Creative Expression

EXPLAIN: Many of the animals illustrated in our book are too big to be shown on one page. The book shows parts of animals that cannot fit on the page of the book. One part of an animal shown in our book is so long that Mr. Jenkins used three pages to show its actual size. Another animal illustrated in our book is so small we might miss it if we turn the page too fast.

ACT: Let's find out how Mr. Jenkins used illustrations to show the actual sizes of some animals or parts of animals.

[*Share the book by emphasizing the size of illustrations and what they show. You may wish to use your own words to describe some of the animals or animal parts. Point to and describe characteristics of animals or animal parts. Give children time to look closely at and talk about the rich illustrations.*

Draw attention to features previewed in the introduction to the book: some illustrations show parts of an animal too big to be shown in actual size in the book; one illustration requires three pages; the smallest animal illustrated in the book is so small we might miss it.]

RECAP: Today we talked about another creative way to help readers of a book learn about animals. Our book today shows the actual size of animals or parts of animals. Could the actual sizes of our own bodies be shown in a book like this? (no!) Why not?

Scaffolding Tips

Extra Support ■ If children seem hesitant to touch the book cover or look at some illustrations that frighten them, positively recognize their response and offer assurance that we are looking at pictures, not real animals. The book will not hurt us. ■ Point out how some of Mr. Jenkins' illustrations draw our attention to the animal's eyes.

Enrichment ■ Invite children to think of classroom items that could or could not be illustrated in full size in a book like *Actual Size*. If an item could not be illustrated in full size, what interesting part of the item could be illustrated? ■ If children are familiar with some of the units of measurement reported in small type on each page, share this information as part of your discussion of an illustration. You may wish to use a ruler (or encourage a volunteer child to use a ruler) to confirm the book's reported size of some illustrated animals (atlas moth, dwarf goby, tarantula, beetle, walking stick).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Being Creative *continued*

Creative Expression

Center Activity

Provide the *Actual Size* book and several rulers or 12-inch strips of string or ribbon for children to use in exploring sizes of animals or animal parts in the book. Also, ask children to find illustrations of animals in the book (including its cover) that they would be able to hold in their hand.

Family Child Care

Prepare strips of paper that represent the size of some animals illustrated in the book. Write the animal's name or body part on the strip. Do not include large animals like the 23-foot alligator. Invite children to compare the strips to their own bodies. Example: How far up a child's body does a two-foot strip go (anteater tongue)?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Letter knowledge

Children will understand the name and sound of the letter Z.

Key Concepts

Review: Zigzag

Materials Needed

Chart paper

Marker

*Letter Z card

*4 letter Z picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn more about the letter Z.

ACT: [*Display letter Z card.*

If a child(ren) whose name begins with the letter Z 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 Z when you say the name.]

Z z

Maybe someone in our group has the letter z somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase z, and it will look like this.

[*Point to the lowercase z on the letter card.*]

Pop up if you have the letter z somewhere else in your name (not at beginning).

[*If a child has the letter z somewhere else in his/her name, point to the name and to the letter z on the list of children's first names so all children can see the name and the letter z.*]

What is our word that begins with the letter Z? (zigzag) Remember, a zigzag line is a line with short, sharp turns or angles

The letter Z says /z/, just like at the beginning of the word "zigzag." /z/, /z/, zigzag. Let's say that together: /z/, /z/, zigzag.

I have two pictures of things that begin with the letter Z. I wonder what they could be?



Philip Bryden/flickr/CC BY 2.0)





James Song/flickr/(CC BY-NC 2.0)



[*Hold up one picture card and invite children to identify the item in each picture. After children have an opportunity to guess or say the pictured item, point to and say the word written at the bottom of the card. Example: "This word says zebra. The letter z 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 Z and write them on our chart. Remember, the letter Z says /z/, /z/.

[*Help children by suggesting other words that begin with z. Examples: zero, zap, zip, zoom.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

Invite one or more volunteer children to find the letter z 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 Z on your chart paper.]

We use three lines to make an uppercase Z. We begin by making a straight line across, then a slanted line, and then another straight line across. When we make the letter Z, we make a zigzag line!

[*Give each child his/her letter journal.*]

Now we are going to write the letter Z in our letter journal. Please write the uppercase (big) letter Z in your journal. Write as much of the letter as you can.

RECAP: Today we learned that the letter Z says /z/, just like at the beginning of the word "zigzag." We made the uppercase (big) letter Z in our letter journal. Let's say together the sound the letter Z makes (/z/).

Scaffolding Tips

Extra support ■ 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.

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 z. Example: "A lowercase z looks like an uppercase Z, but it is smaller."

Center Activity

Encourage children to look for letters they know in the classroom. As children find letters they know, invite them to write the letters on a clipboard. Be sure to positively recognize all forms of writing, including scribbles and letter-like scribbles.

Family Child Care

Practice letters during outdoor play. Write children's names with sidewalk chalk where children can see them. Invite children to hop, jump, or kick each time you say a letter in their name. 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 letter in their name.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Large Group

☑

Skill and Goal

Number knowledge

Children will determine the size of a group that has one more.

For Option 2

Key Concepts

Review: One more
Two more

Materials Needed

5 small blocks

My Granny Went to Market by Stella Blackstone

*Number list (for extra support)

*Printables provided

Option 1: Offer the Week 22, Day 2 activity to review the concept of one more.

Option 2: Engage children in determining how many items a book character (Granny) would have if she purchased one more and two more items than shown on various pages of the book *My Granny Went to Market*.

Place three blocks in front of children. Invite a volunteer child to count the blocks. Encourage all children to say how many blocks we would have if we had one more. Encourage children to explain how they know. Repeat this process, asking how many blocks we would have if we added two more.



Introduce *My Granny Went to Market* by displaying the front cover and reading its title and the names of the author and the illustrator. Read the book by pausing on each page that describes what Granny purchased. On each page that describes a purchase, invite children to:

- count together the number of items Granny purchased as you point to each item,
- say how many items Granny would have bought if she bought one more, and
- say how many items Granny would have bought if she bought two more.

If children need extra support in determining one or two more, display the number list and point to the number that represents the number of items Granny purchased. Then ask children to say how many items Granny would have purchased if she bought one more (or two more).

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

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 that moving involves carefully packing up things a family wants to take to a different home.

Key Concepts

New: Packing
Fragile

Review: Record
Protect

Materials Needed

Chart paper

Marker

Boxes of different sizes

Packing materials (packing paper, bubble wrap)

Also Promotes

Language/Literacy

BEGIN: We take our things to another home when we move. Yesterday we learned that Jason packed up his dinosaur collection, and Nakita packed up her favorite stuffed animals and rock collection.

ASK: What kinds of things do you think children would want to take to a new home? (stuffed animals, toys, bed, pictures, books, bicycle, scooter)

[*Follow-up prompts, if needed: Encourage children to think of things in different places, such as bedroom, closet, dresser, playroom, outdoors.*]

EXPLAIN: I will record our ideas on our chart paper. Remember, when we record something, we write it down.

[*Repeat the name of an item as you write it on the chart paper.*]

Sometimes a family cannot take all of its belongings to another home. The new home might be small, or things might be too big to move far away.

The things a family moves to a different home need to be packed carefully. **Packing** is putting things in boxes or other containers so things can move safely to a different place.

Boxes come in different sizes.

[*Describe and point to boxes of different sizes.*]

Let's think about some of the things children might want to move to another home.

[*Select 2–3 items from the list of things children would want to move. Point to the written entry on the chart as you ask about it, using the following question for each item.*]

ASK: What size of box would we want to use for packing (name item on list)?

[*Follow-up prompt, if needed: "Would (name of item) fit in a small box or a bigger box?"*

If the item is too large for the largest box, invite children to suggest ideas about how to pack it. (take it apart, get a bigger box, wrap it up as is)]

EXPLAIN: Some of the items we might want to move are fragile. **Fragile** means something could break easily.

ASK: What is something fragile that a child or family might want to move? (a certain toy, a mirror, dishes, etc.)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 4

Exploring Where We Live *continued*

Social Studies

EXPLAIN: We need to protect fragile things when we move them. We know that the word protect means to keep something safe from harm. Here are some items that can be used to protect fragile items.

[*Display and describe bubble wrap, packing paper.*]

ASK: How could we use these items to protect something fragile?

ACT: [*Invite volunteer children to use the bubble wrap and packing paper to wrap several classroom items of your choice. Describe how the items provide some protection when the wrapped item is placed in a box.*]

RECAP: Today we learned that a family's things need to be packed carefully for moving to another place. We talked about things children might want to move. We learned about items that can be used to protect fragile things.

Scaffolding Tips

Extra support ■ Remind children that we are talking about moving other children's things, not our things. ■ When you indicate that some belongings may not be moved, remind children that yesterday we learned that Nakita's swing set was too big to move to a new home that was far away. A family might give away or sell things it cannot move.

Enrichment ■ Invite children to think of large items in the home and how the large items could be packed for moving. Examples: couch, desk, big picture. ■ Share with children that there are special boxes for packing things like the mattress of a bed.

Center Activity

Provide boxes of different sizes and packing items plus a selection of items children can pack in the boxes. Encourage children to pack up items of interest. Encourage them to experiment with packing the items in different-size boxes and what packing material they can use to keep the items safe during a move.

Family Child Care

Provide different-sized packing boxes along with paper and bubble wrap (check with parents to see if they have some of these items from prior moves). Encourage children to practice packing and unpacking items in the child care space. Be sure to identify specific items available for packing practice.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 4

Moving Our Bodies



3–5 YEARS

Large Group

Skill and Goal

Motor development

Children will strengthen their locomotor skills for galloping.

For Option 2

Key Concepts

Review: Gallop
Freeze

Materials Needed

Music player

Upbeat music (see Be Prepared)

Also Promotes

Self-Regulation

Option 1: Offer the Physical/Health Week 6, Day 4 activity to review galloping.

Option 2: Engage children in galloping while playing *The Freeze Game*. This option involves galloping (instead of dancing) in a familiar game.

Be Prepared: Consider offering the activity outdoors if weather permits and indoor space is limited. One option for upbeat music is "The Freeze" by Greg and Steve on the CD *Kids in Motion*.

Open the session by reminding children how to gallop. We take a large step forward with one foot and leg. We then bring forward our other foot and leg. We start the next gallop with the same foot and leg. Invite a volunteer child to demonstrate.

Remind children how to play *The Freeze Game* (Self-Regulation Week 9, Day 1). Explain that today we will gallop (rather than dance) around the activity area (or outdoors) while music is playing. Ask children what they do when the music stops playing. (freeze) Remind children that when we freeze, we stop what we are doing and hold our body in the position it is in when the music stops playing. You may wish to invite a volunteer child to demonstrate galloping when the music is playing and freezing when the music stops.

The suggested "The Freeze" song by Greg and Steve includes pauses for a freeze. If a different source of music is used, it may be necessary to add pauses.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

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 Z.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter Z 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 Z card.*]

What is the name of this letter? What sound does the letter Z make?

Letter Z says /z/, just like in "zigzag." /z/, /z/, zigzag. Let's together say /z/, /z/, zigzag.

Z z

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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their ability to make a group of counters that is one more than a specific number.

For Option 2



Key Concepts

Review: One more



Materials Needed

Basket

Counters (see Be Prepared)

Option 1: Offer the Week 22, Day 4 activity to review the concept of one more.

Option 2: Engage children in making a group of counters that is equal to one more than the number of counters pulled out of a basket.

Be Prepared: Use your knowledge of children's counting skills to determine what number of counters to place in a basket. Example: Place nine counters in the basket if children can readily identify one more than a given number up to the number 10.

Invite a volunteer child to remind us what it means for a number to be one more than another number. (the number that comes after another number is one more)

Invite each child, one at a time, to reach into the basket with one hand and pull out a handful of counters. Urge the child to leave some counters in the basket. Invite the child to count aloud the counters, pointing to each one as he/she counts. Encourage the child to say how many counters he/she would have if there was one more counter in the group he/she pulled. Then invite the child to make a group of counters that is one more than the number of counters pulled from the basket. The additional counter should be pulled from the basket. Encourage all children to count the number of counters as the selected child points to each.

You may wish to demonstrate the above procedure (perhaps with a volunteer child) prior to beginning the activity.

Continue until all children have had a turn to pull a group of counters from the basket and add one more.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

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 the concept of moving.

Key Concepts

Review: Move

Materials Needed

Chart from Day 4

*2 pictures as shown

*Printables Provided

Optional Reading

Let's go see Papa! by Elisa Amado

BEGIN: We are learning about moving. We go from one place to another place when we move.

Every day we move from one place to another place in our classroom. We move around a lot in our classroom.

ASK: How have you moved around in our classroom today?

[*Follow-up prompt, if needed: "Did anyone move from the block area to another center in our classroom today? Where did you move to?"*]

EXPLAIN: Children can move from our classroom to another classroom in our center or to a classroom in a different center or school.

ASK: Do you know anyone who moved from our classroom to a different classroom?

[*Encourage children to describe classroom moves they may know about.*]

EXPLAIN: Sometimes children move with their families to a different home. The new home may be in the same community or in a different community.

ASK: What are some reasons why families move to a different home? (live closer to parent's job, parent gets a job or military assignment in a different place, family gets bigger, family members live in different places, etc.)

EXPLAIN: Some things are different and some things are the same or similar when we move from one home to another home.

[*Display picture of Jason.*]



We learned about Jason this week. He moved with his mom from one apartment to another apartment. They moved because his mom wanted to live closer to her job. Jason stayed at the same preschool program. He went to the same Saturday morning book time at his library. He met twin girls who liked to play with dinosaurs. Remember, Jason really likes dinosaurs.

[*Display picture of Nakita.*]



We also learned about Nakita this week. Nakita moved with her family to a place far away. The new place is in a desert. The family moved because her dad got a new military assignment. Nakita went to a different child care center. The teacher and children

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

at the new center helped Nakita learn about the classroom. Nakita got to feed fish in the classroom.

ASK:
- What else do you remember about Jason or Nakita?
- What things were the same for Jason when he moved to a different home? (classroom, Saturday book time at library, favorite restaurant, etc.)
- Jason could still be with his friends in his classroom and at the library story time when he moved to a different apartment with his mom. Did he meet any new friends? (yes, twin girls in his apartment building who also liked to play dinosaurs)
- What things were different for Nakita in her new place? (friends, home, fish in her classroom, teacher, etc.)

EXPLAIN: More things were different for Nakita than for Jason because Nakita moved to a community far away from where she used to live. But not everything at Nakita's new place was different. Nakita still lived with all of her family.

[*Display chart from Day 4.*]

Yesterday we made a list of things children might want to take with them if they move to a new home. I am going to read what is on our list.

[*Point to items on list as you read each.*]

ASK: What things on our list are fragile? Remember, fragile means that something can easily break or get damaged.

RECAP: We are learning a lot about moving. We know there are different kinds of moves. We move around every day in our classroom. Sometimes children move to a different classroom or to a new home. Some things can be different when we move to a new place. Some things can be the same or similar to the place we moved from.

Scaffolding Tips

Extra support ■ Use pertinent portions of the stories of Jason and Nakita on Day 3 to help children recall information about each child's move. ■ In the discussion of fragile items, ask how fragile things can get packed so they are protected. (bubble wrap, wrapping paper, boxes)

Enrichment ■ Invite children to think of additional ways a new community could be the same as or different than a child's previous community.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 5

Exploring Where We Live *continued*

Social Studies

Center Activity

Provide magazines or catalogs that illustrate interiors and exteriors of homes, including yards and garages. Invite children to describe pictures of interest and whether the home or its setting has things that are similar to or different from their home.

Family Child Care

Invite school-age children who have recently moved to describe what it was like to move. They may have helped pack their things or moved to a different school.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 37

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Motor development

Children will strengthen their locomotor skills for hopping.

For Option 2

Key Concepts

Review: Hop

Materials Needed

2 small traffic cones (see Be Prepared)

Also Promotes

Self-Regulation

Option 1: Offer the Week 7, Day 4 activity to review hopping.

Option 2: Engage children in hopping from a tape line to a cone and back to the tape line. This option involves hopping on the non-preferred foot.

Be Prepared: Place two pieces of tape on the ground near each other to mark two starting points. Place a cone about five feet away from each of the pieces of tape. An alternative to a traffic cone is a two-liter bottle filled with sand.

Invite a volunteer child to remind us how we hop. (we move our body with one foot and one leg) Invite another volunteer child to demonstrate. We use the same foot and leg to go up and down. We lift our other foot and leg off the ground while we hop.

Invite children to play a noncompetitive game of hopping to and from a cone. Point to the tape on the floor and explain that the tape is our starting point. Point to the cone and explain that we will hop to the cone and put both feet on the ground. Then we will return to the tape line by hopping on our other foot. Hopping on the non-preferred foot will be more difficult. Putting both feet on the ground at the point of reaching the cone will help children regain their balance. It is fine if some children want to return to the tape line using their preferred hopping foot.

Form two groups of children and invite each group to stand behind different areas of the tape line. Invite a child from each group to hop to the cone, put both feet down, and then hop back on the other foot. Continue inviting children to hop, one at a time, until all children have had a turn to hop to and from a cone. Increase or decrease challenge by moving a cone further from or closer to the tape line.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38 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 Q (Days 2–5)

Mathematics

Counting Things

- Splitting a group of items into two and three parts (Days 1–3)
- Making two parts equal (Day 1)
- Determining the missing part of a group of items (Days 3, 4)
- Determining the number of items in a whole group by counting together the items in its two parts (Day 5)

Self-Regulation

See Physical/Health

Social-Emotional

See Social Studies

Social Studies

Exploring Where We Live

- People who can help a family move to a different home (Days 1, 5)
- Ways to transport a family's things to another home (Days 2, 5)
- Types of feelings we may have when we move (Days 3, 5)
- Ways to say goodbye when a child leaves a classroom (Days 4, 5)

Science

Exploring Earth and Space

- Difference between daytime and night (Day 1)
- Characteristics of the sun and the moon (Day 2)
- How a shadow is made (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing balancing our bodies (Day 4)
- Practicing turning and bending our bodies (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

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 Z.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter Z card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter Z card.*]

Z z

The word "zigzag" begins with this letter. What is the name of this letter?

Letter Z says /z/, just like in the word "zigzag." /z/, /z/, zigzag. Let's together say /z/, /z/, zigzag.

Who would like to tell us another word that begins with the letter Z?

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?*]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding that when a group of items has been split into two parts, the two parts together will equal the number of items in the original group. Children also will strengthen their understanding of how to make two parts equal.

For Option 2



Key Concepts

Review: Whole
Split
Part
Equal



Materials Needed

None

Option 1: Offer the Week 27, Day 2 activity to review the concepts of whole, split, part, and equal.

Option 2: Engage children in splitting a group of items into two parts. This option includes determining how many more are needed to make the parts equal.

Arrange children in a circle. Invite two girls and four boys to stand together in front of the circle. Lead children in counting aloud the children (boys/girls) as you lightly tap each child on the shoulder. State the number of children when you finish counting. Explain that the six children are a whole group.

Split the group by inviting the boys to stand together and the girls to stand together. Remind children that when we split something, we divide it into smaller parts. Invite a volunteer child (who is not in one of the two groups) to lead children in counting the four boys who are standing. Invite a different volunteer child (who is not in one of the two groups) to lead children in counting the two girls who are standing. Remind children that (a) each small group is a part of the whole group, and (b) a part is a piece of something, but not all of it.

Ask whether the number of children in the two groups equals the number of children in the original whole group. If children seem uncertain in their response to this question, lead children in counting all children who are standing (the original group). Invite children to say which group (boys or girls who are standing) has more children and how they know. Then invite children to determine how many more girls are needed to make the groups of boys and girls equal. Remind children that equal means groups have the same amount. Add the suggested number of girls to the girl group, and lead children in counting each group separately to ensure the groups are equal.

Continue to invite a group of children to the front of the circle and use the procedures described above. Use different attributes to divide the invited group into two parts. Examples: children wearing shoes with straps and children wearing shoes without straps, children wearing short sleeves and children wearing long sleeves, children who like to eat apples and children who do not like to eat apples. Make sure children know how many children make up the whole before splitting the whole into parts. Continue as time and interest allow.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 1

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand who might help a family move to a different home.

Key Concepts

New: Transport
Professional movers

Materials Needed

*2 pictures as shown

*Printables provided

Optional Reading

Mitchell is Moving by Marjorie W. Sharmat

BEGIN: Moving to a different home is a big job. Many things need to be packed carefully and then moved to the new home.

EXPLAIN: Usually adults pack things for a move. Some things are heavy. Some things are high up on shelves. Adults can lift heavier things and reach higher shelves than children. Adults can carry heavier things. But sometimes children in a family pack and carry things, too.

ASK:
- What things might a child be able to help pack? (clothes, books, toys, stuffed animals, smaller things)
- What things might a child be able to carry in a move to a different home? (pillows, blankets, stuffed animals, things that are not heavy)

EXPLAIN: Let's pretend we want to move one of the tables in our classroom to a different part of the classroom. The table is heavy and big. It needs to be lifted off the floor when it is moved.

ASK:
- Would one of us be able to move the table by ourself? (no)
- What could we do to move the table? (ask someone to help)

EXPLAIN: Family members usually help one another pack and carry things to a different home. Some heavy things, like tables and refrigerators, need to be picked up by several adults and then transported to a new home. **Transport** means people or things go from one place to another place. Usually a truck is used to transport things to a new home.

People may ask their friends or relatives to help them pack and transport things to a different home. Sometimes friends and relatives cannot help a family move. They may not live near the family or they may be too busy.

Professional movers can help a family move to a different home. **Professional movers** can pack all of a family's things and transport them to the new home.

[*Display two pictures of professional movers.*]



Sunset Removal/flickr/(CC BY 2.0)



Sunset Removal/flickr/(CC BY 2.0)

ASK: What are the professional movers doing in these pictures?

RECAP: Moving to a new home is a lot of work! Family members can help each other pack and carry things. Sometimes friends and

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

relatives can help a family move. Professional movers also can pack and transport a family's things to a new home.

Scaffolding Tips

Extra support ■ If children have difficulty thinking of things in a home that children might be able to pack and carry, focus on classroom items. Examples: Would children be able to pack up the books in the library center? Would children be able to carry the art table?

Enrichment ■ Encourage children to think about the weight of things in a box. Children can pack books into a box. They may put 1, 2, or 3 books in a box at a time. But when the box is full, will it be easy for a child to carry the books to a different place?

Center Activity

Provide boxes of different sizes and packing items in the dramatic play area. Encourage children to pretend they are packing up their belongings for a move to a new home.

Family Child Care

Invite children to pretend that your FCC is moving. Be sure to let parents know a day or two ahead that this is part of a learning activity and you are not moving.

Encourage children to look at items and identify things they might be able to pack and transport themselves and things they would need help with. (You might use different colored sticky notes; one color for things children could pack and transport themselves and a different color for things they would need help with.)

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 1

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand basic differences between daytime and nighttime.

Key Concepts

New: Daytime
Sun
Star
Nighttime

Review: Globe

Materials Needed

*2 pictures as shown

Prepared chart (see Be Prepared)

Globe

Flashlight

*Printables provided

Optional Reading

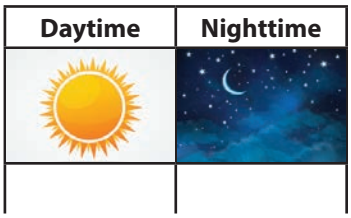
Day and Night by Robin Nelson

Be Prepared: Prepare a two-section chart similar to the one shown in the activity plan. If you are unable to turn off the lights during today's activity, use the flashlight and globe in a darker area of the room or close the blinds.

BEGIN: Today we will begin learning about daytime and nighttime. Let's talk about what we know about daytime and nighttime.

I will write our ideas on our chart. Our chart has a section for daytime and a section for nighttime.

[*Display prepared chart. Say the words as you record them.*]



ASK:

- What is it like during the daytime? (light outside, people out doing things)
- What is it like during the nighttime? (dark outside, quiet, fewer people out doing things)

EXPLAIN: [*Display picture of a daytime scene with the sun.*]



Daytime is when the sun provides light around us. This picture was taken during the daytime when the sun was shining. Sometimes we can't see the sun because there are clouds in the sky. But it is still light outside.

The **sun** is a very big star in the sky. The sun gives us light during the daytime. A **star** is a bright object in the sky.



ASK: Where is the sun in this picture?

[*Display picture of a scene during the nighttime.*]

EXPLAIN: **Nighttime** is when it is dark outside and the sun does not shine. This picture was taken during the nighttime. Sometimes we can see stars in the sky during the nighttime when there are no clouds in the sky.

[*Display globe and flashlight.*]

Let's see what happens to the sun during the daytime and the nighttime, while using a globe. Remember, a globe is a round map of the earth. We live in this part of the earth.

[*Point to your general location on the globe.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

We will pretend this flashlight is the sun. We will pretend it is daytime when I shine the flashlight on the place where we live.

[*Dim or turn off lights in the room and shine a flashlight on your location on the globe.*]

Now watch what happens when I turn the globe. The earth turns all of the time, but we cannot feel it turning. The sun does not move.

[*Continue to shine the flashlight in a fixed position as you slowly turn the globe.*]

The place where we live is on the other side now. It is dark where we live now.

The sun (our flashlight) is shining on the other side of the earth. The earth continues to turn. Soon the sun will shine on the side of the earth where we live. It will be daytime again where we live.

[*Slowly turn the globe several times with the flashlight shining in a fixed position to demonstrate daytime and nighttime.*]

RECAP: Today we talked about daytime and nighttime. We recorded on our chart some things we know about daytime and nighttime. We looked at a globe to compare where the sun is during the daytime and where the sun is during the nighttime.

Scaffolding Tips

Extra support ■ During the discussion of daytime, draw attention to the presence of light outdoors today, especially if the sun cannot be seen (to emphasize that we do not always see the sun when it is light outside). ■ As you turn the globe, invite a child to keep his/her finger on the place where you live to help children to remember their location.

Enrichment ■ Draw attention to your chart entries by repeating each one during the Recap. ■ Explain that the words "daytime" and "nighttime" are compound words. What are the two words in each compound word?

Center Activity

Supply *pictures of things done during the daytime and things done during the nighttime. Invite children to sort the pictures into daytime and nighttime categories.

*Printables provided



Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Family Child Care

If children are present at your setting when the sun rises or sets, point out the sun and encourage children to talk about how this is similar to what they observed about daytime and nighttime in the demonstration using the flashlight and the globe.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify and name the letter Q.

Key Concepts

Review: Quietly

Materials Needed

Chart paper

*Letter Q card

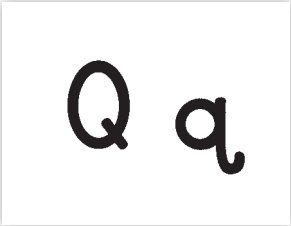
Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn a different letter of the alphabet.

[*Display letter Q card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter Q. We can write the letter Q in two ways. We can write the letter Q like this.

[*Demonstrate writing an uppercase Q at the top of a chart paper.*]

This is an uppercase Q.

We can also write the letter Q like this.

[*Demonstrate writing a lowercase q at the top of a chart paper.*]

This is a lowercase q.

We know that when we raise our hand quietly, we do not make any sound. Let's practice raising our hand quietly.

The word "quietly" begins with the letter q. I will write the word "quietly" on our chart. I am going to write "quietly"with a lowercase (small letter) q.

[*Say each letter as you write the word. Emphasize q.*]

Let's all say the word "quietly."

[*Invite a volunteer child to point to letter q in the word "quietly."*]

Let's look at the very first letter of our name. Pop up if you have the letter Q 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 Q at the beginning of their name. If there are children whose name begins with the letter Q who do not stand, point to the letter Q on their name card. Compare the letter Q in their name as you hold the letter Q card next to their name card.*

If no one in the group has a first name beginning with the letter Q, say "No one popped up because no one has a name that starts with the letter Q." 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 Q.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

If a child indicates there is a letter Q 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 q that appears somewhere else in a child's name.]

RECAP: Today we learned about the letter Q. What word begins with the letter q? (quietly)

Scaffolding Tips

Extra support ■ After demonstrating how to make an uppercase Q, turn your back to children and lead them in making the letter Q in the air with their arm and hand.

Enrichment ■ Invite children to compare an uppercase letter O and uppercase letter Q. Describe how they are the same and different.

Center Activity

Provide *letter picture cards familiar to children. Encourage children to name letters and the sounds they make in each word.

*Printables provided

Family Child Care

Encourage all children in your setting to paint letters they know with Q-tips®. Share with children that Q-tip® begins with the letter Q.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number Knowledge

Children will strengthen their understanding that when a group of items has been split into two parts, the two parts together will equal the number of items in the original group.

For Option 2

Key Concepts

Review: Whole
Part
Equal

Materials Needed

Counters—12 per pair of children

2 dice per pair of children

*Part-part-whole mats—1 per pair of children

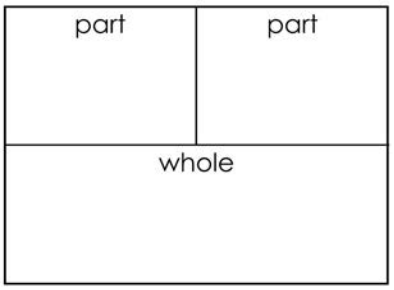
*Printables Provided

Option 1: Offer the Week 27, Day 3 activity to review the concepts of whole, split, part, and equal.

Option 2: Engage children in splitting a group into two parts.

Open the session by asking what happens when we split something. (we divide it into smaller parts)

Display a part-part-whole mat. Point to the words on the mat as you read each. Arrange children in pairs. Give each pair of children a part-part-whole mat and 12 counters. Invite each pair to place its 12 counters in the whole area of their mat. Lead children in counting aloud the 12 counters. Then give two dice to each pair of children.



Invite pairs of children to roll the dice and count the number of dots on the two dice all together. Encourage children to place the number of counters that equal the number of dots on the dice all together in the first part area of the mat. Example: A pair of children rolled a two and a four. All together the dots equal six. The pair of children would place six counters in the first part area.

Then encourage children to move the remaining counters to the second part area of the mat and count the number of counters moved to the second part area.

Ask children how many counters were in the whole area before any counters were moved. (12) Remind children that together the two parts equal the whole group. Encourage children to count the two parts together. Encourage children to move their counters to the whole area and play again as time allows.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 2

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand different ways a family's belongings can be transported to another home.

Key Concepts

New: Dolly
Moving van

Review: Transport

Materials Needed

*4 pictures as shown

Dolly (if available)

*Printables provided

Optional Reading

A House for Hermit Crab by Eric Carle

BEGIN: We are learning how families move from one home to another home. We know that a family's things need to be packed carefully so they safely get to the new home.

EXPLAIN: Today we will talk about how things can be transported to another home. Remember, transport means people or things go from one place to another place.

Let's think about the Williams family. The Williams family lives in an apartment. The family is moving to a different apartment down the hall from where they live now.

ASK:

- How could the Williams family transport their clothes or toys to a different apartment down the hall? (carry them)
- How could they transport their furniture and other heavy things to a different apartment? (carry them)

EXPLAIN: Sometimes people use items made for moving things from one place to a different place. One type of item that can help us transport things is called a dolly. A **dolly** is a kind of moving item that has wheels.



[*Display picture of dolly, or actual dolly if available. Point out how boxes are stacked on the dolly for moving.*]

Let's think now about the Pedroza family. The Pedroza family plans to move to another home on a different street in the same community. The new home is too far away for pushing a dolly or carrying things on a street or sidewalk.

Here are pictures of some different ways the Pedroza family could move their things to another home.



[*Display picture of packed SUV.*]

ASK: What do you see packed in the back of the SUV? (folding chair, scooter, suitcase, etc.)

EXPLAIN: Some things are too big to put in the back of an SUV like the one shown in our picture.

ASK: What kinds of things are too big to fit in an SUV? (couch, large dresser)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

EXPLAIN: Sometimes a family's things are transported to another home in a truck or a moving van. A **moving van** is a special truck made for transporting things. The professional movers we learned about yesterday use a moving van.

[*Display picture of items being put on a moving van. Point to ramp and dolly as you describe each.*]



Here is a picture of people loading things onto a moving van. There is a ramp for moving things onto the van. Look at the man pulling a dolly.

ASK: What kinds of things are people putting on the moving van? (chairs, boxes)

EXPLAIN: [*Display picture of items on back of moving van.*]



This picture shows us what the back of a moving van looks like when things are put in it. The boxes are placed close to each other so they do not move around when the van is traveling.

Look at the long belts (straps) that go from side to side in the truck. The belts are in front of things packed on the moving van.

ASK: What do you think these belts do? (keep boxes and other things from falling)

RECAP: There are different ways to transport a family's things to another home. We talked about transporting things in an SUV and a moving van. We learned about a type of moving equipment called a dolly.

Scaffolding Tips

Extra support ■ Emphasize the concept of "same" when you describe how the Williams family is staying in the same apartment building and the Pedroza family will still live in the same community.

Enrichment ■ Encourage children to think of ways a family's belongings could be moved to a new home across an ocean. (boat)

Center Activity

Provide *A Kiss Goodbye* and other books about moving, especially books that describe feelings related to moving.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Family Child Care

Provide boxes of different sizes and encourage children to pack up an area of your home and "move" it to another place in your home. Designate a "safe" area for the move.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 2

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of the sun and the moon.

Key Concepts

New: Moon

Review: Daytime
Sun
Star
Sunburn
Compare

Materials Needed

*2 pictures as shown
Science journals
Drawing tools

Also Promotes

Mathematics

*Printables provided

Optional Reading

The Sun Is My Favorite Star by Frank Asch

BEGIN: Yesterday we talked about daytime and nighttime. We learned that during the daytime the sun makes things light outside. Sometimes we cannot see the sun during the day because it is covered by clouds.

ASK:
- Can we see the sun during the nighttime? (no)
- Where is the sun during the nighttime? (other side of the earth)

[*Display picture of sun.*]



Filter Forge/flickr/(CC BY 2.0)

EXPLAIN: This picture of the sun was taken by scientists. We know that the sun is a star. Remember, a star is a bright object in the sky. The sun is like a giant fireball that burns all of the time. It seems bigger than other stars we can see. This is because the sun is closer to the earth than any other star.

ASK: A while ago we put some ice in the sun.
- What happened to our ice when it was put in the sun? (melted)
- Why did our ice melt? (the sun was warm)

EXPLAIN: The sun can make us very hot! Several weeks ago we talked about how we can get a sunburn on our skin if we stay in the hot sun too long. A sunburn can make our skin turn red and hot.

The sun is very important. Living things cannot grow without the sun. We know that plants use light from the sun to make food.

ASK: When we look outside during the nighttime, what do we see? (moon, stars)

[*Display picture of moon.*]



Gregory H. Revera/Wikipedia/(CC BY-SA 3.0)

EXPLAIN: The **moon** is a large round object that we often see in the sky during the nighttime. The moon is made of rocks. The moon is not a star. Sometimes we cannot see the moon because there are clouds in the sky. Sometimes we can see the moon during the daytime.

ASK: Have you ever seen the moon in the sky? Tell us about it.

[*Display picture of the moon alongside the picture of the sun.*]

EXPLAIN: Let's compare our pictures of the moon and the sun. Remember, we look for things that are similar and things that are different when we compare.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

The moon and the sun have a similar shape.

ASK: Do the moon and sun look like a circle or a square?

EXPLAIN: We know the sun looks like a burning ball. The sun is very hot and bright because it is always burning. The moon is not as bright as the sun because it is not burning like the sun.

Let's use our science journals to draw pictures of the sun and the moon.

ACT: [*Pass out science journals and drawing tools. Provide pictures of the sun and moon as references.*]

RECAP: Today we learned more about the sun and the moon. We know that the sun keeps us warm and helps things grow. The moon is made of rocks. The sun is brighter than the moon because it is always burning.

Scaffolding Tips

Extra support ■ While children work in their journals, provide verbal guidance without directing or interrupting their efforts. Ask questions that strengthen their understanding. Example: "What color did you use for the sun/moon?" ■ Children may benefit from a brief reminder of how living things need sun (Science Week 15). ■ If children seem unclear about a sunburn, briefly review information introduced in Physical/Health Week 33, Day 4.

Enrichment ■ Ask children what they think would happen if we didn't have the sun. (it would be dark, cold, plants couldn't grow, etc.)

Center Activity

Provide supplies for a puffy moon painting. To make the paint, mix ½ c. glue and 1½ c. shaving cream. Invite children to use their hands to "paint" the inside of a large circle drawn on paper. As the mixture dries, the thicker areas will remain raised. Allow to dry overnight. When dry, the painting will look like the surface of the moon!

Family Child Care

Encourage families to look at the night sky with their children. What differences do they see between the nighttime sky and the sky during daytime?

The center activity was informed by the following source: McDonald, A. (2009, May 07). Puffy paint moon craft. [Blog post]. Retrieved from http://www.notimeforflashcards.com/2009/05/lunar-landing.html

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

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 Q.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter Q card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

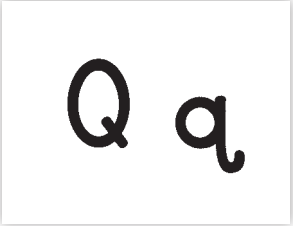
*Printables provided

BEGIN: [*Display letter Q card.*]

What is the name of this letter?

[*Point to the uppercase letter Q on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter Q?



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding that when a group of items has been split into two parts, the two parts together will equal the number of items in the original group.

For Option 2



Key Concepts

Review: Whole
Split
Part



Materials Needed

10 counters

Piece of cloth or paper

Option 1: Offer the Week 28, Day 2 activity to review the concepts of whole, split, and part.

Option 2: Engage children in splitting a whole group into three parts and determining how many counters are in a missing (hidden) part.

Display five counters and lead children in counting each counter aloud as you point to each one. Explain that you are going to split the whole group of counters into three parts. Place three of the counters in a volunteer child's open hand. Place one counter in your open hand. Hide the remaining counter under the cloth (or piece of paper).

Remind children that there were five counters in the whole group. Lead children in counting aloud each of the counters in the child's open hand. Count aloud the counter in your open hand. Lead children in counting the counters in both parts all together by counting on. Example: There are three counters in Anna's open hand, there is one counter in my hand. Let's count them all together. Three, four. Then invite children to figure out how many counters are in the missing part.

You may wish to place counters on a table or floor instead of in open hands. It is important for all children to be able to see all counters except the counter(s) that is hidden.

Increase challenge by using a larger number of counters and placing more than one counter in each of three parts (including the missing part).

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 3

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand types of feelings often associated with a move to a new place.

Key Concepts

Review: Shy

Materials Needed

*Our Feelings poster

*Things That Make Us Feel Better poster

A Kiss Goodbye by Audrey Penn

Also Promotes

Social-Emotional

*Printables provided

BEGIN: We are learning what it is like to move from one house to another house. Today let's talk about what people might feel when they leave a house and move to a different house.

[*Display Our Feelings poster and point to pictured feelings you name.*]



EXPLAIN: We know about different feelings. We talked about what the children shown in these pictures might be feeling. This child looks happy. This child looks sad.

[*Point to picture of child who looks angry.*]

ASK: What do you think this child might be feeling?

EXPLAIN: We are going to read a book about some of the feelings people might have when they move to a different home.

[*Display book cover.*]



The book is called *A Kiss Goodbye*. The author is Audrey Penn. The illustrator is Barbara Leonard Gibson. You might recognize Chester the Raccoon, who is a character in this book. In our book for today, Chester moves to a new tree.

ACT: [*Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text.*]

EXPLAIN: Let's look at some illustrations in the book and talk about what Chester might have been feeling.

[*Point to book illustrations described below.*]

In this illustration, Chester has a frown on his face and his arms are crossed. Here is a different illustration. Chester is leaving his house. He has tears in his eyes.

ASK: What do you think Chester might have been feeling? (sad, angry)

EXPLAIN: Chester liked his house. He did not want to leave his house.

Yelm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Chester hugged his tree house when he left. Chester also took a piece of bark from inside the tree.

ASK:
- Do you think Chester felt a little better about leaving his house when he hugged his house and took a piece of bark with him?
- Why? (he said goodbye by hugging the house; the bark may remind him of his house)

EXPLAIN: [*Display Things That Make Us Feel Better poster.*]



We know some things we can do to feel better when we are sad. The pictures on this poster remind us of things we have talked about. There are pictures of moving our body, doing quiet things, and being with others.

[*Point to and briefly describe several strategies you believe would be of interest to children in your classroom.*]

A new friend, Cassy, came to visit Chester in his new tree. Chester ducked back down into the hollow of his new tree when he heard Cassy outside. He was feeling shy. Remember, when we feel shy, we may feel a little worried about new places or being with people we do not know. Chester didn't know Cassy and felt shy about meeting her. After meeting Cassy, Chester climbed out of his tree to talk to Cassy and to play with her.

ASK: What do you think Chester might have felt when he found a friend to play with? (excited, happy)

EXPLAIN: Chester had different types of feelings about moving to a different house. He felt sad (and/or angry) when he learned he would be moving. Chester also felt shy when he first met Cassy. After talking to Cassy, Chester felt happy about making a new friend to play with at his new house.

RECAP: We can have different types of feelings when we move. We might feel one way <u>before</u> we move and then have different feelings <u>after</u> we move. We remembered some things we can do to feel better when we feel sad.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ To help children understand they can have two or more emotions about moving at the same time, describe a situation such as the following: A child feels sad about moving to a new home because he/she will miss friends. But the child also feels happy because the new home is closer to a grandma he likes to visit. ■ Children may benefit from a review of the following emotions: happy (Week 10), sad (Week 11), angry (Week 12), excited (Week 14), shy (week 15).

Enrichment ■ Encourage children to describe other times when they felt excited, happy, shy, or sad.

Center Activity

Invite children to use paper and writing tools in the writing center to write and/or draw a message for a pretend friend who is moving away (or has moved away).

Family Child Care

After reading and discussing the book, invite a child who has recently joined your family child care setting to describe how he/she felt about moving. If no children have recently joined, talk about how other children you have known may have felt when they moved.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 3

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand how a shadow is made.

Key Concepts

New: Shadow

Materials Needed

Flashlights (see Be Prepared)

Optional Reading

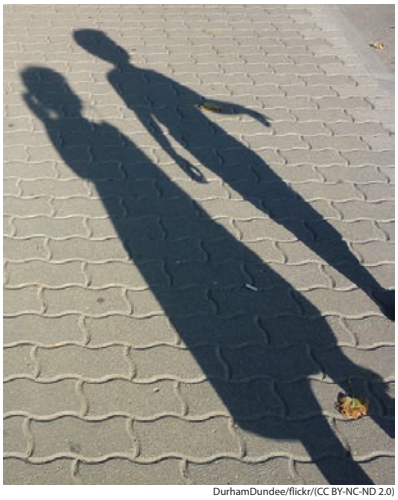
What Makes a Shadow? by Clyde Robert Bulla

Be Prepared: Part of today's activity takes place outside. If inclement weather, a lack of bright sunshine, or other factors prevent you from going outside, adjust this activity for an indoor setting by turning off or dimming classroom lights and using flashlights.

BEGIN: [*Dim or turn off lights in the classroom. Invite a volunteer child to stand in front of the other children. Shine a flashlight on the child to create a shadow on the floor.*]

- When I shine this flashlight, what do we see on the floor? (a shadow)
- Have you ever seen your own shadow? Tell us about it.

[*Turn on lights in the room. Encourage children to discuss their experiences with shadows.*]



DurhamDundee/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: When something blocks the light from shining somewhere, it can make a shadow. A **shadow** is a dark shape that is made by something getting in the way of light. My hand blocks the light from shining on part of the wall if I put it in front of the flashlight. My hand makes a shadow.

[*Demonstrate your description of creating a shadow with your hand.*]

Today we are going to go outside and look for our own shadows.

ACT: [*Take children outside to an area where they are able to see their own shadows. Encourage children to move and watch their shadow change as they move. Ask questions while they are exploring their own and others' shadows. Examples: "What happens to our shadow when we move?" "Can you make your shadow smaller or larger?" After several minutes, gather children to discuss how they made shadows and what happened when they tried different things with their shadows. Invite children to demonstrate. Use the following questions to facilitate discussion:*]

ASK:

- What did you learn about your shadow today?
- What made your shadow? (body blocking the light)
- What happened to your shadow when you moved? (the shadow moved)
- Did you see anything else that made a shadow? (buildings, trees, etc.)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

RECAP: A shadow is made when light shines on an item that blocks the light. We need light to make shadows. We can make shadows during the daytime with bright sunshine or during the nighttime with a light.

Scaffolding Tips

Extra support ■ Help children to find their shadow, if necessary, and to find different ways to make a shadow with their bodies. Point out what happens to children's shadows when they jump or turn their bodies. ■ Some children may not be familiar with the term "block" as used in this activity. Explain that another word for "blocks" is "prevents" or, in this activity, "keeping the light from shining on something." Putting a hand in front of the light from a flashlight is a good demonstration of "blocks."

Enrichment ■ Provide children with chalk to trace each other's shadows during an outdoor time with bright sunshine.

Center Activity

Make a puppet theater by hanging a sheet in front of a window or over a sizable cutout in a large box. Be sure the lighting is appropriate so that children can create shadow puppets with their hands. Encourage children to use different toys to make shadows. Children may also wish to use their hands and arms to create unique shadows.

Family Child Care

Trace children's shadows at different times during the day. Invite them to stand in the same spot each time. Encourage children to think about how and why their shadows change.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Letter knowledge

Children will understand the name and sound of the letter Q.

Key Concepts

Review: Quietly

Materials Needed

Chart paper

Marker

*Letter Q card

*4 letter Q picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn more about the letter Q.

ACT: [*Display letter Q card.*

If a child(ren) whose name begins with the letter Q 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 Q when you say the name.]



Maybe someone in our group has the letter q somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase q, and it will look like this.

[*Point to the lowercase q on the letter card.*]

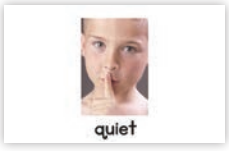
Pop up if you have the letter q somewhere else in your name (not at beginning).

[*If a child has the letter q somewhere else in his/her name, point to the name and to the letter q on the list of children's first names so all children can see the name and the letter q.*]

What is our word that begins with the letter Q? (quietly) Remember, when we raise our hand quietly, we do not make any sound.

The letter Q says /q/, just like at the beginning of the word "quietly." /q/, /q/, quietly. Let's say that together: /q/, /q/, quietly.

I have two pictures of things that begin with the letter Q. I wonder what they could be?







Ruth Wasmuth



SparkyLeigh/flickr/(CC BY-ND 2.0)

[*Hold up one picture card and invite children to identify the item in each picture. After children have an opportunity to guess or say the pictured item, point to and say the word written at the bottom of the card. Example: "This word says queen. The letter q 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 Q and write them on our chart. Remember, the letter Q says /q/, /q/.

[*Help children by suggesting other words that begin with q. Examples: quick, quarter, question, quack.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Invite one or more volunteer children to find the letter q 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 Q on your chart paper.]

We use two lines to make an uppercase Q. We begin by making a curved line that goes all the way around like a circle. Then we make a short straight line.

[*Give each child his/her letter journal.*]

Now we are going to write the letter Q in our letter journal. Please write the uppercase (big) letter Q in your journal. Write as much of the letter as you can.

RECAP: Today we learned that the letter Q says /q/, just like at the beginning of the word "quietly." We made the uppercase (big) letter Q in our letter journal. Let's say together the sound the letter Q makes. (/q/)

Scaffolding Tips

Extra support ■ 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.

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 q. Example: "A lowercase q is made with a curved line and then a straight line that curves at the bottom."

Center Activity

Encourage children to look for letters they know in the classroom. As children find letters they know, invite them to write the letters on a clipboard. Be sure to positively recognize all forms of writing, including scribbles and letter-like scribbles.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 4

Understanding Letters *continued*

Language/ Literacy

Family Child Care

Encourage children to sort letters they know. Provide *small letter cards and invite children to sort the letter cards into groups depending on their characteristics. Examples: only straight lines, and only curved lines; letters with holes, and letters with no holes. School-age children may enjoy sorting letters by more detailed characteristics. Examples: letters with both curved and straight lines, and letters with only straight lines; letters made with only one line, and letters made with more than one line.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number Knowledge

Children will determine the number of missing items by splitting a whole group into two parts.

For Option 2

Key Concepts

Review: Whole
Part

Materials Needed

*Large numeral cards 1–10 (see Be Prepared)

10 counters

Piece of cloth or paper

Also Promotes

Self-Regulation

*Printables provided

Option 1: Offer the Week 28, Day 3 activity to review how to identify the missing number of items when a whole group is split into two parts.

Option 2: Support children in forming a whole group and one of its parts by using numeral cards. This option involves determining which of two numeral cards shows the larger number and how many items are in a hidden part.

Be Prepared: Organize one set of large numeral cards (1–10) in random order (shuffled).

Put in front of you the 10 counters and the set of shuffled large numeral cards (1–10) face down.

Pull and display two cards from your stack of cards. Invite children to say each of the two numbers and then which of the two cards shows the larger number. Form a group of counters that corresponds to (matches) the number on the card that shows the larger number. This is your whole group. Set aside the counters you do not use. Describe your actions. Then use the second card (the one with the smaller of the two numbers you pulled) to form one part of the whole group. Example: You pull numeral cards showing 8 and 3. You form a whole group of eight counters and set aside the remaining two counters. You then form a part with three counters taken from the whole group of eight counters.

Use a piece of cloth (or paper) to cover the counters that remain in your original whole group. Remind children of the number of counters in the whole group and lead children in counting the number of counters in the part you formed. Ask how many counters are hidden (under the cloth). Example: There were eight counters in our whole group. We put three of the counters in a part. How many counters are hidden?

Set aside the two numeral cards you pulled, put all 10 counters in front of you, and pull two more cards for another round that follows the procedures described above. Repeat as time and interest permit.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Be Prepared: At the top of a chart paper write How We Say Goodbye. Point to and repeat words you put on the chart. Today's activity includes opportunities for you to describe how your classroom or program says goodbye to departing children. Include recent examples from your classroom that children may remember.

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand ways to say goodbye to a child who leaves their classroom.

Key Concepts

New: Goodbye

Materials Needed

Chart paper (see Be Prepared)

Marker

A Kiss Goodbye by Audrey Penn (see Extra Support tip)

Also Promotes

Social-Emotional

Optional Reading

We are Best Friends by Aliki



BEGIN: We are learning about different feelings people may have when they move to another home in a different community. Chester felt sad because he did not want to leave his house in the book we read yesterday. We talked about different things to do so we can feel better when we are sad.

ASK:

- Who remembers what Chester did to say goodbye to his house? (hugged the tree)
- What did Chester take to remind him of the house he was leaving? (a piece of bark from inside his house)

EXPLAIN: We say goodbye when a child leaves our classroom to move to a different classroom or program. We say **goodbye** to a person who is leaving, and the person who is leaving says goodbye to us.

Children who move from our classroom might like to take something to remind them of our classroom. Children who are staying in our classroom could give something to a child who is leaving.

ASK: What do you think a child who is leaving a classroom might like to take? (name label from cubbie, picture of children in classroom, picture of classroom staff with child who is departing, notes or drawings done by staff or children, goodbye book with children contributing their own page)

[*Write ideas discussed on chart.*]

EXPLAIN: Children who are staying in the classroom might like to have something that reminds them of the child who is leaving. A picture of the child who moves might be put in a classroom memory book that helps children remember their friend who moved.

The child who is leaving the classroom might draw a picture and leave it for the classroom as a goodbye gift. This picture could help children who stay in the classroom remember the child who left the classroom.

ACT: [*Encourage children to talk about these ideas or other ideas you offer. Write ideas discussed on chart.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

EXPLAIN: Children who are staying in the classroom could say nice things to the child who is leaving. Children could say things like, "I had fun playing with you." "We will miss you." "I had fun building zoos with you."

ASK: What are some other things we could say to a child who is leaving our room? ("I am sad you are leaving." "I want to call you on the phone.")

[*Write ideas on chart.*]

EXPLAIN: Maybe we would want to hug the child who is leaving.

The child who is leaving our classroom might like to say goodbye to some adults in our center. Maybe the child would like to say "goodbye" to teachers, kitchen staff, or people like your center director.

We might want to do something special with a child who is leaving our classroom. We could make sure we play together in our favorite area in the classroom. We could sing a favorite song for the child who is leaving.

RECAP: We talked about different ways we can say goodbye to someone who is leaving our classroom. We also talked about ways a child who is leaving our classroom could say goodbye to the children who will stay in the classroom. I will read our ideas.

[*Read ideas on the chart as you point to each.*]

Scaffolding Tips

Extra support ■ Show pertinent illustrations from *A Kiss Goodbye* book if children seem unclear about Chester's actions. ■ If several or more children will soon leave your classroom (example: moving to kindergarten), adjust the descriptions to include more than one departing child.

Enrichment ■ Encourage children to think about what they would draw or put in a picture prepared as a "goodbye" gift. The picture could be done by the departing child for the entire classroom or for a specific friend or teacher. Another option is for the picture to be done by a child or group of children who are saying goodbye to a friend who is leaving the classroom. ■ If a current address is available for a child who recently left your classroom, some children may wish to draw a picture or write a note (maybe dictated to an adult in your classroom) to the child who moved.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 4

Exploring Where We Live *continued*

Social Studies

Center Activity

Provide boxes of different sizes, packing materials, and a selection of materials children can pack in the boxes. Encourage children to pack up items of interest. Encourage them to experiment with packing the items in different-sized boxes and what packing material they can use to keep the items safe during a move.

Family Child Care

Engage children in a planning discussion about ways to say goodbye to a child in your setting. Encourage children to help you decide what to include in a ritual. Example: Create a goodbye card or book for the child. The departing child will create a goodbye card for children in your family child care home.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Motor development

Children will strengthen skills in balancing their bodies.

For Option 2

Key Concepts

New: Statue

Review: Sculpture
Freeze
Balance

Materials Needed

None

Also Promotes

Self-Regulation

Creative Expression

Option 1: Offer the Week 8, Day 4 activity to practice basic skills in balancing our bodies.

Option 2: Support children in balancing their bodies in a specific action pose.

Be Prepared: Use children's large motor activity interests to determine statue poses for children to form. Examples: using a bat to swing at a ball, climbing a ladder on a children's slide, running, jumping a rope, kicking a soccer ball, jumping or stretching to catch a ball.

Invite children to balance their bodies while pretending to be a statue. Explain that a **statue** is a sculpture of a person or an animal. Remind children that a sculpture is made from clay or stone or some other material that we can carve or mold.

Our statues today will show someone who "freezes" while moving their body. Remind children that when we freeze, we stop what we are doing and hold our body in the position it is in. Explain that we need to balance our bodies when we are in a "freeze" position.

Stand in front of children in your activity area. Invite children to pretend to do a large motor activity you specify. You may wish to invite a volunteer child to demonstrate the activity. Explain that we can pretend to be a statue when you say "freeze." After a brief period of children engaged in pretend activity, say "freeze" and encourage children to hold their body in position. If appropriate, offer suggestions of how to balance our bodies while not moving.

Continue to offer large motor activities for children to imitate. Increase challenge by slightly expanding the amount of time children are a statue.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

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 Q.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter Q card

Book of your choice for this week's repeated reading

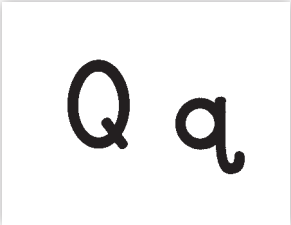
Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter Q card.*]

What is the name of this letter? What sound does the letter Q make?

Letter Q says /q/, just like in "quietly." /q/, /q/, quietly. Let's together say /q/, /q/, quietly.



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number Knowledge

Children will strengthen their understanding that the number of items in each of two parts together equal the number of items in the whole group.

For Option 2

Key Concepts

Review: Whole
Part

Materials Needed

2 paper bags

10 counters (see Be Prepared)

Option 1: Offer the Week 28, Day 1 activity to review the concepts of whole and part.

Option 2: Support children in determining how many counters are in a whole group by adding together the number of counters in its two parts.

Be Prepared: Secretly place some of the 10 counters in one bag and the remaining counters in the other bag.

Display the two bags and explain that each bag has some counters. Together the counters in the two bags are a whole group of counters. We will take turns counting the number of counters in each bag. All of us will find out how many counters we have all together.

Invite a volunteer child to count the number of counters in the first bag. Invite another volunteer child to count the number of counters in the second bag. Then lead all children in counting aloud both parts all together to find out how many counters are in the whole group.

Repeat the procedure described above, varying the number of counters you use as a whole group. Continue until each child has an opportunity to count the number of counters in one bag.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

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 the process of moving to a different home.

Key Concepts

Review: Transport

Materials Needed

A Kiss Goodbye by Audrey Penn

*2 pictures as shown

Chart from Day 4

*Things That Make Us Feel Better poster (see Extra Support tip)

Also Promotes

Social-Emotional

*Printables Provided

BEGIN: This week we learned that moving involves transporting things.

ASK: What does it mean to transport? (people or things go from one place to another place)

EXPLAIN: Sometimes people in a family pack their things and transport them to another home. Children in a family might help pack and move their things.

Professional movers can pack a family's things and transport them to a new home.



[*Display picture of items being put on a moving van. Point to dolly when described below.*]

This week we talked about this picture of people putting things on a moving van.

One of the people in this picture is using equipment made for transporting things. The equipment has wheels on it.

ASK: Who remembers the name of this equipment? (dolly)

EXPLAIN: [*Display picture of a dolly.*]

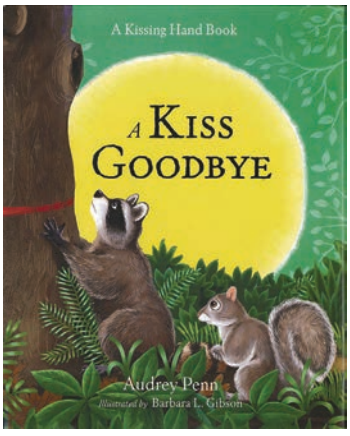


Here is another picture of a dolly. The wheels on a dolly make it easier to get things from one place to another.

ASK:

- How could things be moved from one place to another place without a dolly? (carry things in arms)
- Have you seen someone use a dolly at our center or someplace else?

EXPLAIN: This week we also learned about different feelings people can have when they move from one home to a different home.



[*Display book cover.*]

We read a story about Chester the Raccoon and how he felt about moving to a new tree.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

ASK: What are some of the feelings people might have when they move to a different home? (sad, angry, happy, excited, shy)

EXPLAIN: It's okay to feel sad when we move or when a friend leaves our classroom or neighborhood.

ASK: What are some things we can do to feel better when we feel sad? (move our body, do quiet things, be with others)

EXPLAIN: We can feel different ways about moving. Remember, Chester was sad (and/or angry) about leaving his house. Then he had some different feelings after he moved. He found a friend (Cassy) to play with.

ASK:
- How did Chester feel when he first met Cassy? (shy)
- How did Chester feel after he spoke to Cassy? (happy, excited)

EXPLAIN: Yesterday we talked about ways to say goodbye to someone who is leaving our classroom. We also talked about ways someone who is leaving our classroom can say goodbye to people who are not leaving.

We had ideas about giving things, saying things, and doing something special. We recorded our ideas on a chart. Our chart will help us remember some of our ideas.

[*Display chart from Day 4. Read and point to words on the chart.*]

ASK:
- Did we come up with good ideas?
- Are there other ideas about saying goodbye that we should add to our chart?

[*Encourage children to offer other ideas that you can record on the chart.*]

RECAP: What do you think might be the hardest thing about moving to a different home? What do you think could be a good thing about moving to a different home?

Scaffolding Tips

Extra support ■ Display and discuss some strategies on the Things That Make Us Feel Better poster if children seem unclear about or interested in this topic.

Enrichment ■ Invite children to pretend they are doing one of the things we can do to feel better when we feel sad. Briefly describe some options illustrated on the poster.



elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 5

Exploring Where We Live *continued*

Social Studies

Center Activity

During outdoor play, provide children with small boxes. Encourage children to pretend to move as they place small boxes on the backs of riding toys and wagons.

Family Child Care

Invite children and families to bring in pictures of any of their moving experiences. Invite children to talk about the pictures as part of your review of the week's attention to moving.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 38

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will practice balancing their body while turning and bending.

For Option 2

Key Concepts

Review: Turn
Bend
Balance

Materials Needed

*6 picture cards as shown (see Be Prepared)

Music player

Upbeat music

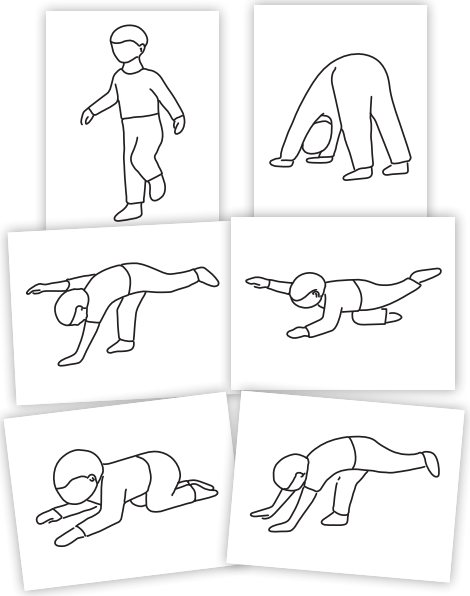
*Printables provided

Option 1: Offer the Week 9, Day 4 activity to practice turning. Offer the Week 10, Day 4 activity to practice bending.

Option 2: Engage children in moving around a circle as music plays. Children will balance their body in a specific balance pose when the music stops.

Be Prepared: Form a large circle with the balance pose picture cards, taping each card to the floor. Provide adequate space between picture cards for a child to stand in front of a card and form the pictured pose. Include one picture card for each child. Six different picture cards are available. In a group of 12 children, two copies of each card will be needed.

Explain that a large circle has been formed with pictures of different body poses. Briefly describe each of the six poses. Invite volunteer children to demonstrate each pose.



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39 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 I (Days 2–5)

Mathematics

Counting Things

- Using counting on to add two groups of items (Days 1–5)

Self-Regulation

See Physical/Health and Social Studies

Social-Emotional

See Social Studies

Social Studies

Exploring Where We Live

- How rooms can be different when we move to another home (Days 1, 5)
- How family belongings are unpacked and put where they belong (Days 2, 5)
- Ways to become familiar with a new neighborhood and make new friends (Days 3–5)

Science

Exploring Earth and Space

- Characteristics of rain (Day 1)
- Characteristics of snow (Day 2)
- Characteristics of clouds and wind (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing throwing a ball up in the air (Day 4)
- Practicing catching a ball (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

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 Q.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter Q card

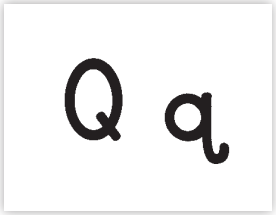
Book of your choice for this week's repeated reading

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 Q card.*]

The word "quietly" begins with this letter. What is the name of this letter?

Letter Q says /q/, just like in the word "quietly." /q/, /q/, quietly. Let's together say /q/, /q/, quietly.

Who would like to tell us another word that begins with the letter Q?

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?*]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large/Small Group

Skill and Goal

Number Knowledge

Children will use counting on to add two groups of items. Children also will strengthen their understanding that a group gets larger when one or more items are added to it.

For Option 2

Key Concepts

New: Suit

Review: Add
Count on
Scales

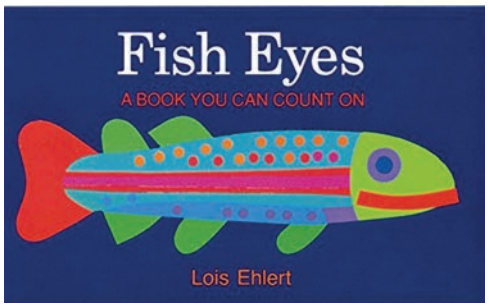
Materials Needed

Counters—10 per child and adult

Fish Eyes: A Book You Can Count On by Lois Ehlert

Option 1: Offer the Week 31, Day 1 activity to review adding.

Option 2: Support children in using counters to practice counting on as part of reading a book about fish.



Display the book cover and explain that our book will help us practice counting. The group of fish in our book keeps getting larger. We will use counting on with counters (circles). We will pretend each counter is one fish.

Distribute 10 counters to each child. Invite each child to put a counter in front of him/her. Explain that we will pretend the counter in front of us is called "me" in our book. As we read the book, we will put other counters near (but not next to) the counter we pretend is "me." The one counter (me) is always a group of one in today's activity. Demonstrate each action with your own group of 10 counters.

On each page that adds more fish to the group, encourage children to (a) form a group that has the same number of counters as the number of fish added in the book, and (b) count the total number of counters in front of them after the book gives the total number of fish in the group. Example: When the text describes "one green fish," lead children in placing one counter near (but not next to) the counter that we pretend is "me." After the book text says "one green fish plus me makes two," pause to engage children in counting the two groups (one each) together. As more fish are added, always begin counting the larger group and move to the group of one counter (me). Example: after "three smiling fish" are introduced in the book, children form and count a group of three fish and then count on to the one "me" fish. This corresponds to the book text of "three smiling fish and me makes four."

As you read the book, emphasize how the group gets larger when more fish join it. A group gets bigger when we add items to it. Also, point out that "me" is the small brown fish on pages that count fish.

When you read about a "suit of scales" in the opening segment of the book, explain that a **suit** is a set of clothes that are worn together. But fish wear a "suit of scales," not a suit of clothes. Remind children that we know fish scales are thin, flat, and hard pieces of skin (Science Week 13, Day 1).

Yelm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 1

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand that rooms can be different when we move to another home.

Key Concepts

New: Familiar

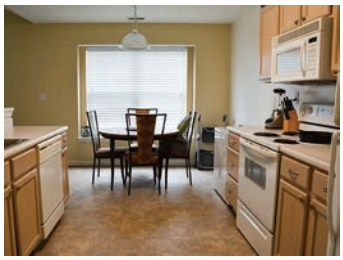
Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: We are learning what it means to move to a new home. Today let's talk about how the rooms of a home can be different when we move.

[*Display picture of kitchen with furnishings.*]



ASK:

- What things do you see in this picture of a family's kitchen? (table, chairs, etc.)

  [*Display picture of same kitchen without furnishings.*]



- Here is a picture of the same kitchen. What is different in this picture of the same room? (no table, no chairs, etc.)
- What do you think happened to the things that were in the kitchen in the first picture? (packed up, being transported to new home)

EXPLAIN: [*Display picture of a different kitchen without furnishings.*]



Here is a picture of the kitchen in the family's new home. The family's things have not been unpacked and put in the new home. The kitchen in the new home is empty. It is ready for the new family to arrive.

ASK: [*Display side by side the pictures of the empty kitchens. Point to the "new" kitchen when described below.*]

- What is similar in these two kitchens?
- What is different in these two kitchens?
- Where do you think the family might put some of their things in the kitchen in the new home?

EXPLAIN: People who move to a new place need to become familiar with how things work. **Familiar** means to know about a place or thing. We are familiar with our classroom. We know where we eat, where to find the bathroom, where to put a dirty tissue, and where our play centers are located.

Children need to become familiar with a different home. One thing children need to know about a new home is where the light switches are located and how to turn lights on and off.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 1

Exploring Where We Live *continued*

Social Studies

ASK: What are some other things children need to know about a new home? (where doors to the outside are located, where trash goes, where recyclables go, where to put dirty clothes, where bikes are stored)

RECAP: The rooms in a new home are usually different than the rooms in the home a family used to live in. We talked about some things children need to learn about a new home. What do you think is the most important thing a child should learn about a different home?

Scaffolding Tips

Extra support ■ Explain that sometimes refrigerators and stoves stay in a kitchen. The family that moves will probably find a refrigerator and stove in their new home. ■ Explain that rooms in a house may look similar to each other with no furniture, but look very different when furniture is added. ■ Remind children that similar means that things may be like each other, but not the same.

Enrichment ■ Invite children to describe how rooms or places in the home of a relative, friend, or neighbor are similar to and different from corresponding rooms in their own home.

Center Activity

Provide used packing materials (cardboard, packing paper, bubble wrap). Set up a recycling center for sorting packing materials into bins or containers. Encourage children to talk about ways the materials might be used again or made into something different. Example: used for art.

Family Child Care

Invite children to "visit" different rooms in your setting and identify things that are similar and different in comparison to their own home.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 1

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand characteristics of rain.

Key Concepts

New: Thunder
Lightning
Flood

Materials Needed

*2 pictures as shown

*Printables provided

BEGIN: Sometimes we play a game called *It's Raining, It's Pouring*. What kinds of sounds do we pretend to make in our game? (wind, raindrops, heavy rainstorm)

EXPLAIN: This week we will learn about several kinds of weather. Rain is a kind of weather.

Water falls from the sky when it rains. We know that plants need water to grow. Rain is a good thing for the plants in fields and gardens. The rain also adds water to rivers, lakes, and streams.

Rain can create a puddle of water on the ground, sidewalk, or street.

ASK: Have you ever seen or walked through a puddle of water? Tell us about it.

EXPLAIN: Sometimes a lot of rain comes down at the same time. We call this a heavy rain. A heavy rain is like the sky pouring a lot of rain on the earth. The word "pouring" is in the name of our game *It's Raining, It's Pouring*.

We might hear a loud noise during a heavy rain. A loud noise during a heavy rain is called **thunder**. We pretend to make the sound of thunder when we play our game *It's Raining, It's Pouring*. Remember, we clap our hands loudly and then say "bam, pow."

We might also see a flash of light in the sky during a heavy rain. This flash of light is called **lightning**.

[*Display picture of a thunderstorm with lightning.*]



ASK:

- Have you ever seen lightning in a heavy rain?
- What did it look like?

EXPLAIN: We need to stay in a safe place during a heavy rain that has lightning. We should go inside a building we know, like our house or our center.

Sometimes places can get too much rain. There can be a flood when there is too much rain.

[*Display picture of a flood.*]



Eric Hamiter/wikimedia/(CC BY-SA 2.0)

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

A **flood** happens when rivers and lakes rise too high because there has been so much rain. Land and streets can be covered in a lot of water. Sometimes even cities and towns can become flooded. Look at what is happening to the houses in this picture of a street flooded with water.

[*If time permits:*]

Let's play *It's Raining, It's Pouring* to remind us of the sounds of thunder and lightning we may hear when it rains.

ACT: [*Lead children in playing It's Raining, It's Pouring. This can be found in Self-Regulation Week 21, Day 1.*]

RECAP: Today we talked about rain. We know that rain is very important because water helps plants to grow. We learned that a heavy rain might have thunder and lightning. What should we do to stay safe during a heavy rain with thunder and lightning? (go inside a building we know)

Scaffolding Tips

Extra support ■ Lead children in the actions for making pretend raindrops and thunder noises if it seems children would benefit from a reminder of these sounds. ■ You may wish to find recordings of a thunderstorm on the Internet to help children better understand the sounds of lightning and thunder.

Enrichment ■ If some children have seen or experienced a flood, encourage them to talk about it.

Center Activity

Place books about rain and thunderstorms in the library center for children to explore. Examples: *National Geographic Readers: Storms!* by Miriam Busch Goin, *Come On, Rain!* by Karen Hesse, *Rain (Seasons with Grandad)* by Sam Usher.

Family Child Care

Obtain a rain gauge. Explain how it is used and place it outside. Encourage children to help keep track of the rainfall over a period of time.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify and name the letter I.

Key Concepts

Review: Inch

Materials Needed

Chart paper

*Letter I card

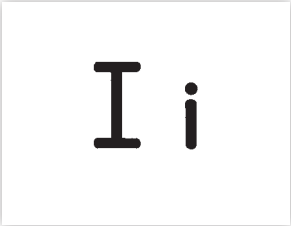
Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn a different letter of the alphabet.

[*Display letter I card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter I. We can write the letter I in two ways. We can write the letter I like this.

[*Demonstrate writing an uppercase I at the top of a chart paper.*]

This is an uppercase I.

We can also write the letter I like this.

[*Demonstrate writing a lowercase i at the top of a chart paper.*]

This is a lowercase i.

We know that when we measure how big something is, we can measure it in inches on a ruler. The length of the space from one number to the next number on a ruler is called an inch.

The word "inch" begins with the letter i. I will write the word "inch" on our chart. I am going to write "inch"with a lowercase (small letter) i.

[*Say each letter as you write the word. Emphasize i.*]

Let's all say the word "inch."

[*Invite a volunteer child to point to letter i in the word "inch."*]

Let's look at the very first letter of our name. Pop up if you have the letter I 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 I at the beginning of their name. If there are children whose name begins with the letter I who do not stand, point to the letter I on their name card. Compare the letter I in their name as you hold the letter I card next to their name card.*

If no one in the group has a first name beginning with the letter I, say "No one popped up because no one has a name that starts with the letter I." 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 I.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

If a child indicates there is a letter I 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 i that appears somewhere else in a child's name.]

RECAP: Today we learned about the letter I. What word begins with the letter i? (inch)

Scaffolding Tips

Extra support ■ After demonstrating how to make an uppercase I, turn your back to children and lead them in making the letter I in the air with their arms and hands.

Enrichment ■ Invite children to get into groups of three and make the letter I with their bodies.

Center Activity

Provide *letter picture cards familiar to children. Encourage children to name letters and the sounds they make in each word.

*Printables provided

Family Child Care

Place letter manipulatives children are familiar with in a sensory table or tub. Encourage children to find letters and name each letter and its sound. School-age children may enjoy finding letters that spell a word they know. Example: "I am going to find the letters c, a, and t and make the word 'cat.'"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding of how to count on when adding two groups of items.

For Option 2



Key Concepts

Review: Add
Count on



Materials Needed

Counters—12 per child pair and adult

2 dice

Option 1: Offer the Week 32, Day 1 activity to review adding and counting on.

Option 2: Engage children in using dice to form two groups of counters that they then add together by counting on.

Open the session by reminding children how to add two groups of items together by counting on. (We start with the number of items in the larger group and then count on to the group with fewer items.)

Invite a volunteer child to demonstrate with counters.

Describe today's activity by inviting two other volunteer children to demonstrate rolling a die and forming a group of counters that matches the number of items on the top of the die. First, encourage a child to roll a die, count the number of dots facing up on the die, say again the number rolled, and form a group of counters that matches the number of dots on the side of the die facing up. Second, encourage another child to repeat this process, forming a separate but nearby group of counters based on the number rolled. Third, invite all children to point to the group that has the most counters. Encourage all children to count aloud with you as you point to each counter in the larger group. Emphasize how you use the number of counters in the larger group to count on to counters in the second group. (If the two groups have the same number of counters, remind children what it means when things are equal. Begin counting with the group that was formed first.)

Form pairs of children and give 12 counters to each pair. Invite children to engage in the process demonstrated and described at the beginning of the activity. Encourage both children in a pair to count aloud together during the counting on segment of their task. Continue until all children have had an opportunity to roll a die, form a group, and count. Pairs of children may work concurrently if you have an adequate supply of dice and anticipate the need for your verbal guidance will be minimal.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 2

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand that a move to a new home involves unpacking things and putting them where they belong.

Key Concepts

Review: Transport

Materials Needed

Assorted toys and classroom items—1 per child (see Be Prepared)

*5 pictures as shown

Also Promotes

Self-Regulation

*Printables provided

Optional Reading

Clancy & Millie and the Very Fine House by Libby Gleeson

Be Prepared: Select unbreakable items used by children in different areas of your classroom (examples: paintbrush, pencil, block). Wrap individual items in bubble wrap or paper, and pack them in several boxes. Do not use tape with the wrapping material.

BEGIN: We are learning about moving from one home to another home. Things that are transported to a different home need to be unpacked when a family arrives. We know that transport means that people or things go from one place to another place.

EXPLAIN: [*Display picture of boxes on a moving van.*]



Matthew W. Jackson/flickr/(CC BY-SA 2.0)

Here is a picture of a family's things packed in boxes. All of these boxes need to be moved into the new home and then unpacked.

Families need to find places to put their things when they move to a different home. Things we own or use are kept in specific places.

[*Display boxes packed with classroom items.*]

Here are some boxes that are packed with things from our classroom. Let's practice unpacking by taking things out of the boxes and then putting things where they belong.

ACT: [*Invite children, two at a time, to remove an item from a box (one each), unwrap it, tell the name of the item and where it belongs, and then put the item in its proper place.*]

ASK:

- We have put everything we unpacked where it belongs in our classroom. What is left? (packing materials, boxes)
- What could we do with the things that are left? (use them again)

EXPLAIN: I have some pictures of things a family might move to another house. Let's talk about where each item might be put in a home.

ASK:

- What is the name of this item?
- Where do you think this item would be put in a home?









Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 2

Exploring Where We Live *continued*

Social Studies

RECAP: Things that are transported to a different home need to be unpacked and put where they belong. This is a big part of moving. Boxes used to pack things can be recycled.

Scaffolding Tips

Extra support ■ During the unpacking and placement of classroom items, children may need a reminder that each child gets to unpack and put away one item. Encourage children to wait patiently by guessing what is inside an unpacked item selected by a different child. ■ The suggestion of inviting two children at a time to participate in the unpacking and placement activity is for efficiency. Adjust the number to accommodate your group.

Enrichment ■ During the discussion of where different household items could be placed, ask whether the item could be put away by a child.

Center Activity

Place pictures of items that can be found in a home on the back of a shelf. Place pictures of different rooms in a home on a close parallel shelf. Encourage children to use pieces of yarn with tape at each end to match items that can be found in a home to the room(s) where each item can be found. Example: A child tapes the piece of yarn to the picture of a sofa and then tapes the other end of the piece of yarn to a picture of a living room.

Family Child Care

Invite children to help recycle the packing materials used in the activity.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 2

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of snow.

Key Concepts

New: Snow
Snowflakes
Blizzard

Review: Magnifying glass

Materials Needed

*4 pictures as shown

*Printables provided

Optional Reading

Snow is Falling by Franklyn M. Branley

BEGIN: Yesterday we learned about rain. Today we will talk about another kind of weather. This kind of weather can happen in some places when it is very cold outside.

ASK:
- Can you guess what kind of weather we will talk about today? (snow)
- What is snow like? (white, cold, melts when it gets warm, can be slippery to walk on)

EXPLAIN: **Snow** happens when water falls from the sky and it is very cold outside. The cold air makes the falling water freeze into small things we call **snowflakes**. Each snowflake that falls from the sky is different.

[*Display pictures of three different snowflakes.*]



Olga & Alexey/flickr/(CC BY-NC 2.0)

ASK:
- How are these three snowflakes different?
- Snowflakes are so small that we cannot see differences very well. What tool could we use to make the snowflakes look bigger? (magnifying glass)

EXPLAIN: A magnifying glass helps us look at things we cannot see with our eyes alone. A magnifying glass could help us look closely at shapes in a snowflake by making the snowflake look bigger.

Sometimes it is windy when it snows. We call this a **blizzard**. The wind and snow make it hard to drive or walk. Sometimes schools and other places close when there is a blizzard.

[*Display picture of a blizzard.*]

ASK: What can you tell us about this picture of a blizzard?

EXPLAIN: We know that ice melts when it gets warm. Remember, our ice cubes turned into water when we put them in the sun.



Al Jazeera/wikimedia/(CC BY-SA 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Melted snow becomes water. Water from snow is good for plants and trees, just like rain. The water from melted snow also helps to fill rivers, lakes, and streams, like rain water does.

Snow can also be a lot of fun. We can go sledding or make things out of snow.

ASK:
- Have you ever played in the snow?
- What did you do?

RECAP: Today we learned about snow. We learned that snow starts as water in the air. The water freezes into snowflakes when it falls through very cold air. Do all snowflakes look the same? (no, all different) Snow can also be fun to play in!

Scaffolding Tips

Extra support ■ When you show the three pictures of snowflakes, engage children in a discussion of different shapes that can be found within each. Example: "I see a big circle in the middle of this snowflake. Do the other snowflakes have a big circle in the middle?"

Enrichment ■ Ask children what they think would happen if they put some snow in their pocket. (it would melt, their pocket would get wet) Why would this happen? (body heat)

Center Activity

Fill a tub or sensory bin with thin shredded tissue paper and a bar of grated plain white soap. Add a very small amount of warm water to make it squishy, being careful not to add too much. The mixture should feel like thick whipped cream. Invite children to play with the squishy mixture and pretend it is snow.

Family Child Care

To strengthen children's understanding of how snow looks and feels, use a blender to grind up several ice cubes. Spread the icy mixture on a dark surface, and invite children to look at it with magnifying glasses. Invite children to describe what they see and how it feels.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

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 I.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter I card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

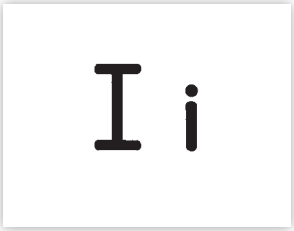
*Printables provided

BEGIN: [*Display letter I card.*]

What is the name of this letter?

[*Point to the uppercase letter I on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter I?



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.*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number Knowledge

Children will strengthen their understanding of addition.

For Option 2

Key Concepts

Review: Add
Count on

Materials Needed

5 paper bags

Small items (see Be Prepared)

Option 1: Offer the Week 32, Day 2 activity to review adding and counting on.

Option 2: Engage children in adding together the items in two bags. This option includes counting on.

Be Prepared: Place 2–7 small items in each of five paper bags. Vary the number of items in each bag.

Display the five bags of items. Explain that each bag has a different number of items in it and we will take turns selecting two of the five bags. We will look at and count the number of items in each bag. Then we will add together the number of items in both bags. Ask children what happens to a group of items when we add to it. (it gets larger)

Demonstrate the activity by choosing two bags. Invite a volunteer child to empty the first bag, keeping the items together in a group on the floor or table. Lead children in counting the number of items as you point to each. Say again the total number of items. Invite a second volunteer child to empty the second bag, again keeping the items together in a group. Repeat the counting process.

Remind children that we want to know how many items are in both of the bags. Invite children to point to the larger group of items. Remind children that we begin with the larger group when we count on. Then use the total number of items in the first bag to count on to items in the second bag. Example: If the first group has five items, say "five" and then continue counting each item in the second group; 5…6, 7, 8.

Invite a child to choose a bag and empty it. Encourage the child to count the items. Invite a second child to choose a bag and empty it. Encourage the child to count the items. Invite children to determine which group of items is larger. Encourage all children to use counting on to find out how many items we have all together. Ensure the counting begins with the larger group of items. At the conclusion of counting the contents of both bags, invite the two children to return items to their respective bags. Collect both bags and their contents, and continue playing until all children have a turn to choose a bag and count its contents.

The Option 2 activity plan is an adaptation of Activity #11 in Math Is Everywhere, a preschool math curriculum compiled from a variety of resources by David Arnold, Jennifer Dobbs-Oates, Greta Doctoroff, and Paige Fisher at the University of Massachusetts, Amherst. The Arnold et al. group cites the following source for Activity #11: Greenes, C. (1999). Ready to learn: Developing young children's mathematical powers. In J. V. Copley (Ed.), *Mathematics in the early years* (pp. 39–47). Reston, VA: National Council of Teachers of Mathematics.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 3

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand ways to become familiar with a new neighborhood.

Key Concepts

New: Crossing guard

Review: Familiar

Materials Needed

*4 pictures as shown

*Printables provided

Optional Reading

Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move by Judith Viorst

BEGIN: Yesterday we talked about becoming familiar with a different home. Remember, familiar means to know about a place or thing.

EXPLAIN: Today we will talk about becoming familiar with a new neighborhood. A different home is usually in a different neighborhood.

People who move to a new neighborhood want to know where to find stores and restaurants, and where it is safe to walk or ride a bike without getting into car traffic.

[*Display picture of Jason.*]



Philippe Put/flickr/(CC BY 2.0)

Two weeks ago we learned about Jason and his mom. They moved to a new apartment in a different neighborhood. I want to tell you how Jason and his mom became familiar with their new neighborhood.

Jason's mom wanted to learn about restaurants in their new neighborhood. Jason's mom learned about a taco restaurant and a new bakery on a nearby corner.

Jason's mom took Jason on a walk around the new neighborhood to find the taco restaurant and the bakery. They found the bakery first.

[*Display picture of bakery.*]



Jason's mom talked to the owner of the bakery while Jason looked at things made at the bakery. The owner of the bakery gave Jason a slice of bread that was fresh from the oven. The bakery owner told what day of the week the bakery makes Jason's favorite bread.

Jason and his mom walked further down the street. They came to the school that Jason will go to for kindergarten next year when he turns five. Jason and his mom stopped to talk to the school crossing guard.

[*Display picture of crossing guard.*]



A **crossing guard** is a person who helps children walk across the street to get to the school safely. The crossing guard told Jason about a special day for children to visit the school before they start kindergarten.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39
DAY 3

Exploring Where We Live *continued*

Social Studies

Jason and his mom walked a little more and found the taco restaurant at the end of the street. They looked at the menu and saw food that they had never eaten before. They decided it could be fun to try some new foods.

Jason and his mom walked a different way home. Jason's mom pointed out the location of the bus stop on the way home.

[*Display picture of bus stop.*]



Bidgee/wikimedia/(CC BY-SA 3.0)

This is where Jason can get on a bus to go to the library for his story time. Jason's mom also pointed to places where they could safely cross the streets.

ASK:

- Who did Jason and his mom meet on their walk around their new neighborhood? (owner of bakery, crossing guard)
- What places did Jason and his mom find during their walk? (place to get Jason's favorite bread, where Jason will go to school for kindergarten, place to eat tacos, where to get on the bus to the library)

EXPLAIN: Jason and his mom learned about their new neighborhood by taking a walk. They also learned about their new neighborhood by talking to some people.

RECAP: A family can learn about new places by talking with people and by walking or driving around.

Scaffolding Tips

Extra support ■ Explain that a bakery is a place where bread, cakes, and cookies are made or sold.

Enrichment ■ Invite children to describe a place in their neighborhood they would tell a new person to visit.

Center Activity

Encourage children to build a neighborhood in the block center. Children may wish to think about the neighborhood walk taken by Jason and his mom as a guide to what they build.

Family Child Care

Some children in your setting may not be familiar with your neighborhood. Describe some places in your neighborhood that might be of interest to young children.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 3

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of clouds and wind.

Key Concepts

New: Clouds
Wind
Tornado
Basement

Review: Compare

Materials Needed

*5 pictures as shown (1 shown in Enrichment tip)

*Printables provided

Optional Reading

Clouds (Weather Basics) by Erin Edison

Wind (Weather Basics) by Erin Edison

BEGIN: We are learning about different kinds of weather. Rain and snow are kinds of weather.

EXPLAIN: Today we will learn about something that can be white or gray. We may see them in the sky on rainy days, snowy days, or sunny days.

ASK:
- What do you think we will talk about today? (clouds)
- Do you think we could touch a cloud in the sky?
- What do you think clouds are made of?

EXPLAIN: **Clouds** are white or gray shapes we can see floating in the sky. Clouds are made out of small drops of water and ice.

Let's go to the window and see if there are any clouds in the sky today.

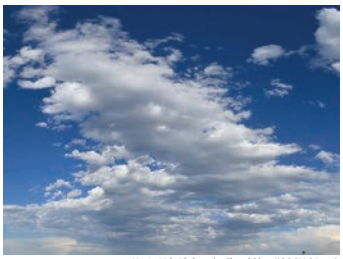
ACT: [*If there are clouds, talk with children about how they look. Invite children to gather into a group again.*]

EXPLAIN: There are many different kinds of clouds. Let's look at some pictures of different kinds of clouds.

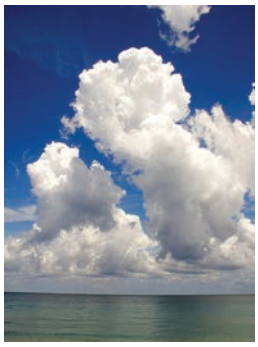
[*Display three pictures of different kinds of clouds.*]



Simon Eugster/Wikimedia/(CC BY-SA 2.0)



Kevin Udy/Colorado Cloud Blog/(CC BY-SA 3.0)



Diego Di Salvo/flickr/(CC BY 2.0)

Let's compare these three different kinds of clouds. Remember, when we compare things, we figure out how they are similar and different.

ASK:
- How are the three types of clouds similar? (they are all in the sky, they are white)
- How are the three types of clouds different? (some look fluffy, some are harder to see)
- Do any of the clouds in our pictures look like the clouds we see outside today?

EXPLAIN: Clouds can look fluffy and soft, but we can't feel them. Clouds feel like air. Clouds can get heavy. Remember, they are made of small drops of water and ice.

ASK: Have you ever seen clouds moving in the sky?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

EXPLAIN: Clouds move in the sky because of wind. **Wind** is air that moves. Wind is another kind of weather.

Wind can blow gently, or it can be so strong that it knocks down trees and buildings.

Sometimes wind can be so strong that it is dangerous. One of the times that wind can be dangerous is when there is a tornado.

A **tornado** is very strong wind that spins around in a funnel shape. A funnel is bigger on top and smaller at the bottom. Tornados move across the land. Let's look at a picture of a tornado.



Justin Hobson/Wikimedia/(CC BY-SA 3.0)

[*Display picture of a tornado.*]

Tornadoes can blow down buildings like houses. People need to go to a safe place when there is a tornado. A basement can be a safe place to go. A **basement** is a part of a building that is underground. Tornadoes usually don't last very long.

Only certain parts of the world can get tornadoes.

[*If your center has a tornado drill procedure, review it briefly with children and emphasize how it keeps everyone safe.*]

ASK: Have you ever gone to a safe place because a tornado might move into your area? Tell us about it.

RECAP: Today we learned there are different kinds of clouds. Clouds are made of small drops of water and ice. Water falls from clouds when the cloud gets heavy with water. We also talked about wind and how it can blow gently or blow very strongly. Wind can be dangerous when it blows strongly. We learned that tornadoes are made up of very strong winds that can blow houses and trees. People go to special places to keep safe when there is a tornado.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Scaffolding Tips

Extra support ■ Return to the window with children. Display the cloud pictures to help children decide whether the clouds they see outside are similar to any of the clouds shown in the pictures. ■ Emphasize the ways your center and community help keep children and families safe during bad weather, especially if children show signs of stress in discussions of tornadoes.

Enrichment ■ Ask children why they think it is darker outside on a cloudy day. (clouds block the sunshine) ■ Explain that wind can help make electricity. Electricity is energy that we use to run computers, lights, and many other things we use every day. One way that wind makes electricity is by moving things called wind turbines. Display provided *picture of a wind farm.



taylorandayumi/wikimedia/(CC BY 2.0)

Center Activity

Invite children to make tornado bottles. Fill several water bottles with water. Invite children to put one squirt of dish soap into each bottle and tightly apply the lid. Shake the bottle so that the soap becomes foamy. Quickly swirl the bottle around to create the funnel element found in a tornado.

Family Child Care

Encourage children to look at clouds in the sky and draw them in their science journals each day for a week. Are there differences in the clouds?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Letter knowledge

Children will understand the name and sound of the letter I.

Key Concepts

Review: Inch

Materials Needed

Chart paper

Marker

*Letter I card

*4 letter I picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn more about the letter I.

ACT: [*Display letter I card.*

If a child(ren) whose name begins with the letter I 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 I when you say the name.]

I i

Maybe someone in our group has the letter i somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase i, and it will look like this.

[*Point to the lowercase i on the letter card.*]

Pop up if you have the letter i somewhere else in your name (not at beginning).

[*If a child has the letter i somewhere else in his/her name, point to the name and to the letter i on the list of children's first names so all children can see the name and the letter i.*]

What is our word that begins with the letter I? (inch) Remember, the length of the space from one number to the next number on a ruler is called an inch.

The letter I says /i/, just like at the beginning of the word "inch." /i/, /i/, inch. Let's say that together: /i/, /i/, inch.

I have two pictures of things that begin with the letter I. I wonder what they could be?



Paulo Brandao/flickr/(CC BY-SA 2.0)







[*Hold up one picture card, and invite children to identify the item in each picture. After children have an opportunity to guess or say the pictured item, point to and say the word written at the bottom of the card. Example: "This word says insect. The letter i 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 I and write them on our chart. Remember, the letter I says /i/, /i/.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

[*Help children by suggesting other words that begin with i. Examples: inside, it, internet, infant.*

Invite one or more volunteer children to find the letter i 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 I on your chart paper.]

We use three lines to make an uppercase I. We begin by making a straight line down, then a straight line across the top, and a straight line across the bottom.

[*Give each child his/her letter journal.*]

Now we are going to write the letter I in our letter journal. Please write the uppercase (big) letter I in your journal. Write as much of the letter as you can.

RECAP: Today we learned that the letter I says /i/, just like at the beginning of the word "inch." We made the uppercase (big) letter I in our letter journal. Let's say together the sound the letter I makes. (/i/)

Scaffolding Tips

Extra support ■ 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.

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 i. Example: "A lowercase i is made with a straight line down and then a dot."

Center Activity

Provide *small letter cards of letters children are familiar with and small manipulatives, such as pom-poms or buttons. Encourage children to use the manipulatives to trace the letters on the letter cards.

*Printables provided

Family Child Care

Serve alphabet soup for lunch. Encourage children to find letters they know and name them.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding of counting on when items in two groups are added together.

For Option 2



Key Concepts

Review: Add
Count on



Materials Needed

Index cards (see Be Prepared)

Option 1: Offer the Week 32, Day 3 activity to review adding and counting on.

Option 2: Engage children in adding numbers written on slips of paper to determine how many children are attending a pretend birthday party. This option includes counting on.

Be Prepared: Prepare seven index cards (or slips of paper) with one numeral from 1–7 on each. Add the corresponding number of dots at the bottom of the card.

Explain that two different groups of children are attending the same birthday party. We want to know how many children will attend the party.

Display two cards of your choice. Explain that each card shows the number of children in one of the two groups that will attend the party. We will add together the numbers on the two cards to determine the total number of children who will attend the party.

Invite a volunteer child to count aloud the number of dots on the card (or say the name of the numeral shown on the card). Invite a different volunteer child to do the same with the second card you display. Invite all children to point to the card with the larger number of dots. Remind children that we count on by starting with items in the larger group and continue our counting with the number of items in the second group.

Explain that we are having different birthday parties. Each party may have a different number of children who attend. Repeat the process described above, encouraging each of two children to pull one card from the set of seven cards. Continue until all children have an opportunity to choose a card and count.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

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 ways to make new friends when they move to a different home.

Key Concepts

Review: Friend
Friendly
Nervous

Materials Needed

Chart paper (see Be Prepared)

Marker

*3 pictures as shown

Also Promotes

Social-Emotional

*Printables provided

Be Prepared: At the top of a chart paper, write Making Friends.

BEGIN: We know that when we move to a new home, we may stay in the same neighborhood or in the same classroom. We can still play with our friends.

Many times we are in a new neighborhood or community and in a new child care center when we move. We say goodbye to our friends. We need to make new friends.

EXPLAIN: Let's talk today about how we can make new friends. Remember, a friend is someone we like. Friends do things together.

[*Display prepared chart paper.*]

I will record our ideas on our chart paper. Then during center time, you might want to draw some pictures on our chart. The top of our chart says Making Friends.

We can make friends by being friendly and helpful to other people. We know that being friendly means being nice to someone. We can also help someone who is feeling shy about being in a new place with new people by being friendly to them.

ASK: What are some ways we can be friendly and helpful?

[*Below are examples to include in your discussion with children:*

- *Offer a compliment, such as saying "nice job" when someone catches a ball.*
- *Help someone clean up an area or carry something.*
- *Scoot/move over for someone who wants to join a group or sit at a table.*
- *Ask "Can I sit next to you?"*]





EXPLAIN: We also can make friends by asking someone to play with us. We know some ways to ask someone to play.

[*Display three pictures as you briefly discuss each:*

- *Hand a toy to a child and ask "Would you like to share this toy with me? We can play together."*



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

- *Take the hand of a friend, and ask to go to a play area/center.*
- *Say "Let's play together!"*]

ASK:
- Have you tried any of these ideas for asking someone to play with you?
- What happened?
- How else can we ask someone to play?

EXPLAIN: We can make friends in a new classroom. We might feel nervous about making new friends. Remember, we may feel nervous when we are worried about something.

ASK: Have you ever felt nervous about making new friends?

EXPLAIN: Let's talk about where we can make friends when we move to a new neighborhood or community. I will record these ideas on our chart, too.

ASK: Where could we meet other children when we move to a different place?

[*Below are examples to include in your discussion with children:*

- *your new neighborhood*
- *a park or playground*
- *a swimming pool*
- *sports teams/groups*]

EXPLAIN: Let's pretend that a new child goes to a park where other children are playing a game with a ball together. The new child wants to play, too.

ASK: What are some ways the new child could join the game?

[*Below are examples to include in your discussion with children:*

- *wait on the sidelines and maybe cheer for players ("nice job")*
- *help get a ball if it goes out of the area*
- *when there is a break in the game, ask "can I play, too?"*]

RECAP: We talked about some good ways to make friends when we move to another place. Our chart can remind us of our ideas.

[*Point to and read ideas listed on chart.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 4

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Describe instances of children in your classroom being friendly to a new child. Example: "When Ira joined our classroom, Lila helped him clean up his blocks in the block center." ■ Review key ideas from previous Social-Emotional activity plans focused on: being friendly and helpful (Weeks 7 and 8), giving compliments (Week 9), and feeling nervous (Week 21).

Enrichment ■ Invite children to think of a friend who is not in your classroom or center, and describe how or where they met the friend.

Center Activity

Provide items, such as envelopes, stationery, colored paper, and other items for children to draw or write messages. Encourage children to create a drawing or write a note or message to a new friend (or a potential new friend) in the classroom.

Family Child Care

School-age children may wish to share with younger children how they made friends with others when they moved to kindergarten or first grade.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will practice throwing a ball straight up into the air.

For Option 2

Key Concepts

Review: Throw

Materials Needed

Large balls

Small balls

Option 1: Offer the Week 16, Day 4 activity to review throwing a ball up into the air.

Option 2: Engage children in throwing large and small balls in the air with both hands and arms, and also throwing a small ball up into the air with one hand and arm.

Be Prepared: Secure the assistance of another adult. Develop a plan for safely managing children's experiences in throwing a ball into the air, including procedures for retrieving balls.

Remind children that one of the ways we can move a ball away from us is to throw it straight into the air. Invite a volunteer child to demonstrate how to throw a large ball in the air, using both hands and arms. Emphasize the use of both hands and arms.

Give each child a large ball, and encourage practice in throwing the ball into the air with both hands and arms. Children should retrieve balls after all balls have been thrown. After several throws with both hands and arms, gather all large balls and demonstrate throwing a small ball straight up into the air with both hands and arms, and then with one hand and arm. Give each child a small ball. Invite children to throw a small ball straight up into the air with both hands and arms, and then with one hand and arm. Again, children collect balls after all balls have been thrown.

Collect all balls. Encourage discussion of experiences. Which size ball was easier to throw? Did the small ball go higher when thrown with both hands compared to when it was thrown with one hand?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

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 I.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter I card

Book of your choice for this week's repeated reading

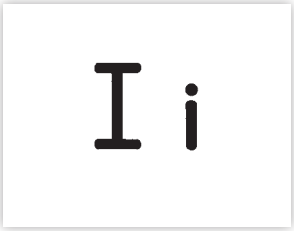
Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter I card.*]

What is the name of this letter? What sound does the letter I make?

Letter I says /i/, just like in "inch." /i/, /i/, inch. Let's together say /i/, /i/, inch.



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.*

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number Knowledge

Children will broaden their use of counting on to add two groups of items.

For Option 2

Key Concepts

Review: Add
Count on

Materials Needed

Spinner with numerals 1–6

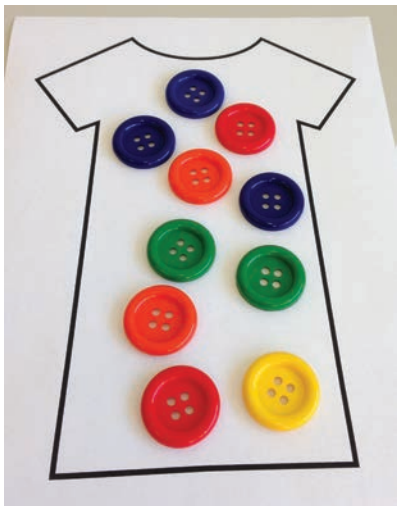
Buttons—12 per child

*T-shirt template—2 per child

*Printables provided

Option 1: Offer the Week 31, Day 2 activity to review adding and counting on.

Option 2: Engage children in adding together the number of buttons on two shirts.



Invite children to pretend two friends have asked them to sew buttons on their shirts. Each friend has one shirt, and each shirt may have a different number of buttons. We have 12 buttons available. We want to make sure we have enough buttons to sew on both of the shirts.

Give each child two shirt templates and 12 buttons. Spin the spinner and encourage children to place on the first shirt template the corresponding number of buttons. Spin the spinner again and encourage children to place on the second shirt template the corresponding number of buttons. Encourage children to add the groups of buttons by counting on. Ask children to say how many buttons they have all together. Remind children that each of them has 12 buttons. Do they have enough buttons for the two shirts?

Invite children to remove the buttons from the two shirt templates. Encourage children to pretend that two other friends have asked them to sew buttons on their shirts. Invite a child to spin the spinner. Encourage children to repeat the process described above. Continue as time and child interest permit.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

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 to become familiar with new places and people when they move.

Key Concepts

Review: Familiar

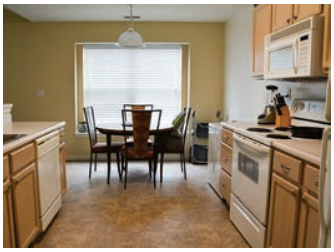
Materials Needed

*4 pictures as shown

Chart from Day 4

*Printables provided

BEGIN: We are learning about things that happen when we move to a new place. We know about packing and unpacking, putting our things where they belong, and becoming familiar with a new neighborhood and making friends. Remember, familiar means to know about a place or thing.



[*Display picture from Day 1: kitchen with furnishings.*]

ASK: What did this picture help us learn?

[*Follow-up prompt, if needed: "Will the rooms in a new home look exactly the same as the rooms in the home a family used to live in?" (probably not)*]

EXPLAIN: A new home probably will have rooms that are similar to the rooms in the home we are leaving. There will be a kitchen, a living room, a bathroom, and some bedrooms.



ASK:

- How might the rooms in a new home be different from the rooms in the home a family moved from? (larger, smaller, windows and doors in different places)
- What are some things we need to become familiar with in a new home? (light switches, doors to outside, etc.)



EXPLAIN: Unpacking things from boxes is a big part of moving. We practiced unpacking some things in our classroom.



ASK:

- What does a family need to do with its things after they are unpacked? (put them where they belong)
- Boxes and packing items (bubble wrap, paper) will be left after things are unpacked. What can be done with boxes when we are done using them? (recycle)

[*Display pictures from the Day 3 story of how Jason and his mom walked around their new neighborhood: bakery, crossing guard, bus stop.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

- What did these pictures help us learn?

  [*Follow-up prompt, if needed: "How did Jason and his mom become familiar with new places in their new neighborhood?"*]

EXPLAIN: We learned that a family can learn about a new neighborhood by walking through the neighborhood and talking with people in the neighborhood. This is what Jason and his mom did after they moved to a new home.

ASK: What are some things that Jason and his mom learned about? (bakery, bus stop, taco restaurant, school)

EXPLAIN: Meeting new children is another big part of moving. Yesterday we talked about ways to make friends in a new place. Let's look at our chart to remember some of our ideas.

[*Display the chart from Day 4. Point to and read the entries. Elaborate on ideas that appear to be of special interest to children.*]

RECAP: There are many things to learn and do when we move to a new home. We know what to do if we move. Let's have fun where we live right now.

Scaffolding Tips

Extra support ■ Remind children that rooms in a house may look similar to each other with no furniture, but look very different when furniture is added.

Enrichment ■ Encourage children to share their experiences in making new friends.

Center Activity

Add boxes of different sizes and packing materials to the housekeeping area. Encourage children to pretend they are packing up belongings for a move to a new home, and then unpacking items to place in their new home.

Family Child Care

Invite children in your setting to describe experiences of seeing/visiting/talking with friends who moved away, or friends they had to move away from.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 39

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will practice catching a ball.

For Option 2

Key Concepts

Review: Catch
Throw

Materials Needed

Large soft balls

Option 1: Offer the Week 17, Day 4 activity to support children's practice of catching a ball that he/she throws.

Option 2: Engage children in catching a ball thrown by an adult.

Be Prepared: Secure the assistance of another adult. Develop a plan for safely managing children's experiences in catching a ball thrown by an adult, including the location of children who are not engaged in catching a ball.

Open the session by reminding children that when we catch something, we use both of our hands to stop and then hold something that is moving in the air. Emphasize the importance of keeping an eye on the ball. Describe and demonstrate. Today we will practice catching a ball thrown by an adult.

Each adult should gently throw a large ball to a child. Encourage the child to catch the ball with both hands. Encourage the child to roll or throw the ball back to the adult. Continue until the child catches the ball or comes close to catching the ball.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40 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 U (Days 2–5)

Mathematics

Counting Things

- Taking away items from a group (Days 1, 2, 4, 5)
- Practicing adding and subtracting items (Day 3)

Self-Regulation

See Social Studies

Social Studies

Exploring Where We Live

- The concept of transportation (Days 1, 5)
- Types of transportation that go on land, on water, and in the air (Days 2, 5)
- Characteristics of automobiles (Days 3, 5)
- Characteristics of trucks (Days 4, 5)

Science

Exploring Earth and Space

- Characteristics of the spring season (Day 1)
- Characteristics of the summer season (Day 2)
- Characteristics of the fall and winter seasons (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing underarm throwing (Days 4, 5)
- Practicing catching (Day 5)

Revision: 06/29/2020

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

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 I.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter I card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter I card.*]

I i

The word "inch" begins with this letter. What is the name of this letter?

Letter I says /i/, just like in the word "inch." /i/, /i/, inch. Let's together say /i/, /i/, inch.

Who would like to tell us another word that begins with the letter I?

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?*]

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding that when we take items away from a group, the group gets smaller.

For Option 2



Key Concepts

Review: Take away



Materials Needed

Counters—10 per child

*Large numeral cards 1–10

*Printables provided

Option 1: Offer the Week 31, Day 3 activity to review take away.

Option 2: Engage children in determining and describing how many counters are left after a specific number of counters are taken away.

Display the large numeral cards. Invite children to name the numeral on each card and hold up the corresponding number of fingers.

Give 10 counters to each child. Explain that the numeral cards will tell us how many counters to take away from our group of 10 counters. Ask what happens when we take away items from a group. (the group gets smaller)

Place numeral cards face down. Select a numeral card, display it to children, and ask what numeral is shown on the card. Invite children to remove from their group the number of counters shown on the card. After children have removed the stated number of counters, ask how many counters are left and how we know.

Use smaller numbers (and fewer counters) if you anticipate 10 will be too challenging for children. To support short-term memory skills, put the numeral card face down after children identify its number. Lead children in counting aloud their remaining counters if there is uncertainty about how many counters are left. Use numeral card 10 to reinforce children's understanding of zero.

Repeat the above process with different large numeral cards as time and interest permit.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 1

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 transportation.

Key Concepts

New: Transportation

Materials Needed

Chart paper

Marker

BEGIN: Everyone came to our program today from their home or some other place. I came to our program today in a car (or whatever form of transportation you used). How did you get to our program today?

EXPLAIN: We are going to talk about different ways people and things move around. We will learn about transportation. **Transportation** is the way people or things move from one place to another place. Transportation is a big word. Let's together say the word transportation: trans-por-ta-tion.

[*Display blank chart.*]

Let's find out how many different types of transportation we can think of. I will write our ideas on our chart. We can start by writing the way(s) we got to our program today.

ACT: [*Write forms of transportation mentioned at the beginning of the session. Encourage other ideas. Follow-up prompt related to the topic of moving, if needed: "How do families get their things from one home to another home when they move?" In the discussion, emphasize these are types of transportation.*

After children generate the list, count out loud the number of transportation types as you point to each on the chart.]

We thought of ___ different types of transportation!

EXPLAIN: Let's think about different places we might want to go to and what type of transportation we could take to get there. There may be more than one way to get to some of the places we think about.

ASK: [*If a suggested transportation type is listed on your chart, point to and repeat the word. Encourage children to think of more than one way to get to a destination: "Is there another way we could get to _____?"*]

- How could we get to a park?
- How could we get to a store?
- If sailors/soldiers/airmen/marines need to get to another country, how could they get there?
- How could we get a refrigerator from a store to our house?
- How could we get to a beach with our luggage?

RECAP: Transportation is the way people and things move from one place to another place. We thought of many different ways that people and things can move from one place to another. We will learn more about transportation during the next few weeks.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 1

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ To help children think of how to get to a place, use prompts, such as: "Could you get there by bike?" "Could you get there by plane?" "How about walking?" ■ Define "luggage" if children seem uncertain: bags or suitcases where we pack our clothes and other things like a toothbrush. ■ Children may be surprised to think of walking as a type of transportation. Explain that our legs can transport us (and something we are holding) from one place to another.

Enrichment ■ Ask: "Do you hear the word 'transport' in the word 'transportation'?" Explain that we learned the word "transport" when we talked about moving. A family's things are transported from one home to another. ■ Some children may enjoy clapping the syllables in "transportation." ■ In the discussion of how to get to a beach, help children think about how to get to a beach that is nearby and to a beach that is far away.

Center Activity

Place your classroom's toy vehicles in the block center. Encourage children to talk about their play with the vehicles. Examples: "What are you playing?" "Where is your (name of vehicle) going?"

Family Child Care

Look for and point out different forms of transportation used near your setting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 1

Exploring Earth and Space

Science

Be Prepared: Wear a raincoat and rain boots; and carry an umbrella (if available) for today's activity.

3–5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of the spring season.

Key Concepts

New: Season
Spring

Materials Needed

Spring clothing (see Be Prepared)

*1 picture as shown

When Spring Comes by Kevin Henkes

*Printable provided

Optional Reading

It's Spring! by Linda Glaser

BEGIN: Today we will begin learning about seasons. A **season** is one of the four parts of the year. Look closely at what I am wearing. What season of the year would we wear the things I am wearing right now? (spring)

EXPLAIN: Spring is one of the four seasons. **Spring** is the season when plants begin to grow. I am dressed in a raincoat because there is usually a lot of rain in the spring.

[*Display picture of tree in the spring.*]



This is a picture of a tree in the spring. In some places, trees begin to grow new leaves in the spring. Some trees also have flowers. This tree has small white flowers growing on it.

[*Display book cover.*]



We are going to read a book about the spring called *When Spring Comes*. The author is Kevin Henkes and the illustrator is Laura Dronzek.

ACT: [*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 children doing in the spring? (playing in the rain, playing with bubbles, flying a kite, watering a garden)
- What kinds of things were the animals doing in the spring? (building a nest, feeding their babies, eating plants in the garden, playing outside)

EXPLAIN: Not all places have these changes in the spring.

ASK: Do we see these kinds of changes to the trees and plants in the spring where we live?

RECAP: Today we learned about the season called spring. We looked at a picture of a tree and talked about what happens to some trees in the spring. Not all places have these changes in the spring.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Scaffolding Tips

Extra support ■ To help children understand that the seasons do not feel the same way everywhere, remind children of the desert and polar habitats. These places may not have the same kind of weather in the spring as you do in your area.

Enrichment ■ After reading the book, ask children to describe how each of their five senses could be used to learn about spring. Encourage children to use examples from the book.

Center Activity

Supply several books about the spring season. Invite children to draw a spring picture in their science journals, using book illustrations for ideas. Encourage children to label the picture, if they are able. Examples: *Bear Wants More* by Karma Wilson, *Spring is Here!* by Heidi Pross Gray.

Family Child Care

Discuss with children how they could use their five senses in the spring. Examples: Sense of sight to see the changes that take place in the spring, sense of smell to smell the flowers, sense of hearing to hear the rain, sense of touch to feel the new plants growing.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify and name the letter U.

Key Concepts

New: Umbrella

Materials Needed

Chart paper

*Letter U card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn a different letter of the alphabet.

[*Display letter U card.*]

ASK: Does anyone know the name of this letter?

ACT: This is the letter U. We can write the letter U in two ways. We can write the letter U like this.



[*Demonstrate writing an uppercase U at the top of a chart paper.*]

This is an uppercase U.

We can also write the letter U like this.

[*Demonstrate writing a lowercase u at the top of a chart paper.*]

This is a lowercase u.

We have been learning about different kinds of weather in science. What can we use to keep us dry when it rains? We can use an umbrella! An **umbrella** is something you hold over your head to keep it dry.

The word "umbrella" begins with the letter u. I will write the word "umbrella" on our chart. I am going to write "umbrella" with a lowercase (small letter) u.

[*Say each letter as you write the word. Emphasize u.*]

Let's all say the word "umbrella."

[*Invite a volunteer child to point to letter u in the word "umbrella."*]

Let's look at the very first letter of our name. Pop up if you have the letter U 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 U at the beginning of their name. If there are children whose name begins with the letter U who do not stand, point to the letter U on their name card. Compare the letter U in their name as you hold the letter U card next to their name card.*

If no one in the group has a first name beginning with the letter U, say "No one popped up because no one has a name that starts with the letter U." 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 U.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

If a child indicates there is a letter U 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 u that appears somewhere else in a child's name.]

RECAP: Today we learned about the letter U. What word begins with the letter u? (umbrella)

Scaffolding Tips

Extra support ■ After demonstrating how to make an uppercase U, turn your back to children and lead them in tracing the letter U in the air.

Enrichment ■ Share with children that words with the letter Q also usually contain the letter U.

Center Activity

Provide alphabet puzzles. Encourage children to name the letters and their sounds as they complete the puzzles.

Family Child Care

During outdoor play, encourage children to practice making a "U-turn" with their riding toys. Explain that a U-turn is in the shape of the letter U.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of taking away.

For Option 2

Key Concepts

Review: Take away

Materials Needed

None

Option 1: Offer the second segment of the Week 31, Day 4 activity to review take away.

Option 2: Support children in determining how many in a small group of children are left when a given number of children leave the group.

Open the session by reminding children that a group gets smaller when we take away part of the group.

Invite five children to stand and form a small group. Encourage children to pretend the five standing children are the full number of children in the classroom. Invite children to pretend that three children left the group to do something else in your center. Then invite three of the five standing children to sit or move to another part of your classroom. Ask how many (standing) children remain in the group. (two) Explain that we started with five children in a group, three left the group, and two remain.

Repeat this procedure with different numbers of children in the group and different numbers of children who leave the group. You may wish to choose up to 10 children to stand in a group. Continue as time and interest permit.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 2

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will identify types of transportation used on land, water, or air.

Key Concepts

Review: Transportation

Materials Needed

Chart from Day 1

*Land, Water, Air chart pictures as shown (see Be Prepared)

*Transportation picture cards

Tape

*Printables provided

Optional Reading

The Pigeon Loves Things that Go! by Mo Willems

Whose Vehicle is This? by Sharon Katz Cooper

Be Prepared: Prepare a three-column chart similar to the one shown in the activity plan. Also make three copies of each transportation picture card you plan to use today. At the designated point in the activity described below, distribute two of the three cards to children. Each child receives one card. Two children in the group should receive identical cards. Keep the third copy of a card for your use in the activity. There are enough different cards (12) to accommodate a group of 24 children. Example: For a group of 16 children, eight different cards are needed (three copies of each). Shuffle the cards prior to distributing one card to each child.

BEGIN: We are learning about different types of transportation. What does transportation mean? (the way people or things move from one place to another place)

[*Display chart from Day 1. Point to it when mentioned.*]

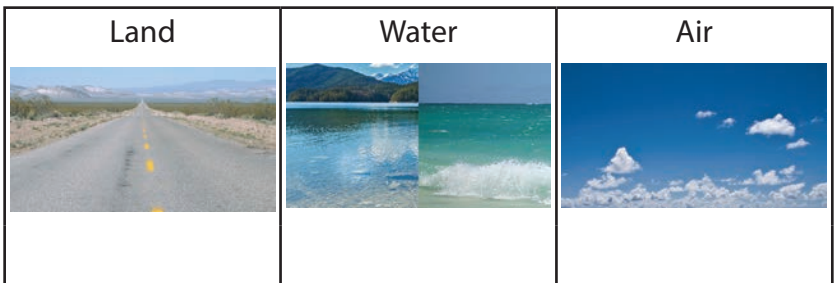
EXPLAIN: Yesterday we thought of different kinds of transportation. Our ideas are written on our chart.

[*Point to and read words on the chart.*]

All of the words I read are kinds of transportation.

Today let's talk about whether a kind of transportation uses land, water, or air to move from one place to another place.

[*Display chart showing road, water, sky. Point to each picture as you describe it.*]



Our chart shows land, water, and air.

- Transportation that goes on land moves on the ground. This is a picture of a road. Most types of transportation that use land go on a road.
- Transportation that goes on water moves on an ocean, a lake, a river, or some other body of water. Our chart has two pictures of water. One picture shows a lake. The other picture shows an ocean.
- Transportation that uses air flies through the sky. This is a picture of the sky.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

I am going to give each of you a picture card that shows one kind of transportation. Some of you will have the same picture. Some of the cards may show kinds of transportation we talked about yesterday.

I will hold up a picture card. Look at your card to see if it is the same as my picture. Hold up your card if it is the same as my card. Then we will talk about the picture shown on the card.

ACT: [*Distribute cards. If there is an uneven number of children in your group, serve as the "partner" of the child who receives the only copy of a sorting card. Use the following procedures with each card:*

- *Hold up a card for all children to see. Do not say the name of the pictured item.*
- *Ask: "Who has a card just like the card I am holding?"*
- *Ask children with cards identical to the card you are holding: "What kind of transportation do you think is shown on our card?" Encourage children with the same card to respond.*
- *Ask children with cards identical to the card you are holding: "Do you think a (kind of transportation) uses land, water, or air to move from one place to another place?"*
- *Invite children with cards identical to the card you are holding to put their sorting card under the appropriate picture on the chart. Help children use tape for this purpose. Affix your card, too.*

It is not necessary for children to know the specific name of a kind of transportation. Example: It is fine for a child to say "plane" for a fighter jet. The intent of the activity is to promote children's sorting skills. Most of the pictured types of transportation are discussed in later sessions.]

RECAP: Today we looked carefully at different kinds of transportation. We put together transportation that goes on land, water, and in the air.


woodleywonderworks/flickr/(CC BY 2.0)


Bill McChesney/flickr/(CC BY 2.0)


Fiat Chrysler/flickr/(CC BY-NC-ND 2.0)


Inhabitat/flickr/(CC BY-NC-ND 2.0)




Pete Markham/flickr/(CC BY-SA 2.0)




Alex Lewis/flickr/(CC BY-NC-ND 2.0)


Bill Wilt/flickr/(CC BY-ND 2.0)


Paul Martinez/flickr/(CC BY-NC-ND 2.0)


Margaret Martin


U.S. Navy/wikimedia/Public Domain

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ If children seem unclear about whether their pictured kind of transportation uses land, water, or air, point to each of the options on the chart and ask specific questions about the pictured type of transportation. Examples: "Can a person walk on water?" "Can a boat move on a road?"

Enrichment ■ At the conclusion of the activity, invite children to count (by pointing) the number of kinds of transportation in each category (land, water, air).

Center Activity

Provide fiction and non-fiction books about different types of transportation. You may also wish to provide multiple puzzles depicting different types of transportation. Include puzzles with different numbers of pieces.

Another center option is to provide a collection of the picture cards for children to sort into the three catagories used in the group activity (land, water, air).

Family Child Care

With a smaller group of preschool-age children, limit the number of different types of transportation to one or two in each of the three categories (land, water, air).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 2

Exploring Earth and Space

Science

Be Prepared: Wear summer clothing, such as sandals and sunglasses for today's activity.

3–5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of the summer season.

Key Concepts

New: Summer

Review: Season

Materials Needed

Summer items (see Be Prepared)

*2 pictures as shown

White paper—1 per child

Drawing tools

*Printables provided

Optional Reading

I See Summer by Charles Ghigna

BEGIN: We are learning about seasons. Remember, a season is one of the four parts of the year. What season did we talk about yesterday? (spring)

EXPLAIN: Today we will talk about a different season. Please look closely at what I am wearing. What season of the year would we wear the things I am wearing right now? (summer)

We might wear these things in the summer. **Summer** is the warmest season of the year. I am wearing sandals and sunglasses because the sun can make the weather very warm in the summer. My sunglasses help protect my eyes from the bright sun, and my sandals keep my feet cool.

Summer does not feel the same everywhere. Some places get very hot in the summer. Other places are warm, but not hot, in the summer.

ASK: Does it get very hot in the summer where we live?

[*Help children describe your summer season.*]

EXPLAIN: The sun can shine very brightly in the summer. We can see the sun more during the summer than any other season because it shines longer during the day.

Yesterday we looked at a picture of a tree in the spring. Let's look at pictures of the same tree in the spring and in the summer.

[*Display pictures of same tree in spring and summer. Point out which picture is spring and which picture is summer.*]



ASK: How is our tree different in the spring compared to the summer? (flowers in spring, leaves in summer)

EXPLAIN: There are many things that people can do outside in the summer. Some families can go swimming outside, and some may like to go to a park.



ASK: What things do you like to do in the summer?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 2

Exploring Earth and Space *continued*

Science

EXPLAIN: Today we will make a class book about the season of summer. We will think of our favorite thing to do when it is warm and sunny outside and draw a picture of ourself doing our favorite thing in the summer. We will put the pages together to make a book when we are done.

ACT: [*Give each child a piece of paper and drawing tools. Talk with children about their pictures as they draw. Write on each picture the names of activities or items children include in their drawings. Examples: bike riding, climbing a tree. When all children have finished, staple pages together to make a book. Place the book in your classroom library for children to enjoy.*]

RECAP: Today we learned about the summer season. We made a class book of our favorite things to do when it is warm and sunny outside.

Scaffolding Tips

Extra support ■ Describe some things that can be done in the summer if children need support in thinking of activities. Examples: swimming, riding a bike, using a swing.

Enrichment ■ Ask children why it is often cooler at night than during the daytime. (sun is not shining) ■ Encourage children to label their pictures as much as possible.

Center Activity

In the housekeeping center, provide children with clothing items that can be worn in the summer. You may also wish to provide "summer" props for pretend play. Examples: beach towel, empty sunscreen bottle, sunglasses, small pool floats.

Family Child Care

Encourage children to show and describe their drawing with a family member at pickup time. Some children may wish to show and describe other children's pages, too.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

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 U.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter U card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter U card.*]

What is the name of this letter?

[*Point to the uppercase letter U on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter U?



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Large/Small Group

☑

Skill and Goal

Number knowledge

Children will strengthen their understanding of subtract and add.

For Option 2

Key Concepts

Review: Subtract
Add

Materials Needed

*Number list—1 per pair of children

*Spinner—1 per pair of children

Counter—1 per pair of children

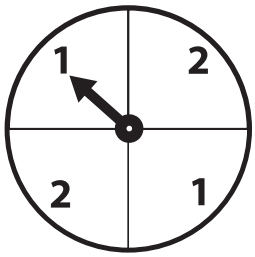
*Printables provided

Option 1: Offer the Week 33, Day 1 activity to review subtracting and adding.

Option 2: Engage pairs of children in moving a counter on a number list in response to results of spinning a two-option number spinner (1, 2).

Display the number list. Point to each numeral as you lead children in saying each numeral aloud. Then display and describe the spinner. Demonstrate how the spinner lands on number 1 or 2.

1	2	3	4	5	6	7	8	9	10



Demonstrate and describe today's activity by placing a counter above number five on the number list. Spin the spinner and move your counter the number of spaces the spinner lands on (1 or 2). Explain the following:

- We begin with our counter on number five on our number line.
- The first time we spin the spinner, we add to number five the number the spinner lands on. If our spinner stops at number two, we move our counter two spaces on the number line to number seven. Five and two equal seven.
- The second time we spin the spinner, we subtract the number our spinner lands on from the number where our counter is sitting. If our spinner stops at number one, we move our counter (currently on number seven) to number six on the number line. We have six when we take away one from number seven.
- We will work with a partner and take turns spinning the spinner and moving our counter.
- Remind children that when we add, our number gets larger. When we subtract, our number gets smaller. We take away when we subtract.

Form pairs of children. Give each pair a number list, a counter, and a spinner. Invite children to put their counter on number five on their number list. Then encourage children to take turns with their partner, spinning the spinner. Remind children that we add with the first spin and we subtract with the second spin.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

If children readily move their counters in appropriate ways, encourage pairs to continue beyond the second spin. The next (third) time we spin the spinner, we add the number the spinner lands on. The following (fourth) time we spin the spinner, we subtract the number our spinner lands on. Alternate add and subtract with each spin.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 3

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand basic characteristics of automobiles.

Key Concepts

New: Automobile
Trunk
Engine
Motor

Materials Needed

*7 pictures as shown

*Printables provided

BEGIN: Today we will learn about a kind of transportation called an automobile. An **automobile** usually has four wheels and can carry a small number of people. The words car and automobile mean the same thing. Let's together say automobile: au-to-mo-bile.

EXPLAIN: Most of us have been in an automobile. Automobiles travel on land. Remember, yesterday we put our picture of a car under the picture of a road.

There are different kinds of automobiles. Let's look at some pictures of automobiles.

[*Display picture of car with open doors.*]



Richard Wadd/flickr/(CC BY-NC 2.0)

Some automobiles can hold four or five people. Here is a picture of a car with its doors open. Two people can sit in the front seats. Two or three more people can sit in the back seat.

[*Display picture of minivan.*]



Fiat Chrysler Automobiles: Corporate/flickr/(CC BY-NC-ND 2.0)

Some automobiles hold more people. The automobile shown in this picture is called a minivan. It can hold seven or eight people. There is a third row of seats in this automobile.

[*Display picture of second and third rows of minivan.*]

ASK:

- Here is a picture of the second and third rows of seats in a minivan. How many people can sit in the third (back) row? (three)
- What do we always wear when we sit in an automobile? (seat belt)
- Why do we always wear a seat belt? (to keep safe)



Michael Sheehan/flickr/(CC BY 2.0)

EXPLAIN: Most automobiles have a trunk. A **trunk** is a place to carry things like bags of groceries. Here is a picture of the trunk of a car.

[*Display picture of open trunk of car.*]



Inhabitat/flickr/(CC BY-NC-ND 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

ASK: Have you ever helped put things in the trunk of a car?

[*Display picture of back of a minivan with seats folded.*]



Automotive Rhythms/flickr.com/(CC BY-NC-ND 2.0)

EXPLAIN: The back seats in minivans can be folded or taken out. This gives more space for carrying things.

ASK: What kinds of things could a family put in the space shown in this picture?

EXPLAIN: All automobiles have an engine or a motor. An **engine** or **motor** is a machine that moves things. The engine or motor in an automobile moves the wheels. The wheels make the automobile go places.

The engine in most automobiles uses gas to move things. People go to a gas station to get gas for their automobile. Some cars use electricity for their motors. People go to a place called an electric power station to charge a car that uses an electric motor.

[*Display two pictures side by side: car getting gas, car at electric charging station. Point to and describe the electric charging station as part of the discussion.*]

ASK: What do you see happening in these two pictures?



Mike Mozart/flickr/(CC BY 2.0)



John Venson/flickr/(CC BY 2.0)

EXPLAIN: Some cars use both gas and electricity.

Automobiles come in different shapes and different sizes. They also come in different colors.

ASK: What does your family's automobile (or an automobile you know) look like?

[*Encourage children to describe the family auto's size, shape, and/or color. If the family vehicle is a truck, explain that we will talk about trucks tomorrow.*]

RECAP: Today we talked about automobiles. What is another name for an automobile? (car) There are different kinds of automobiles. Some hold more people than others. The space for holding things in an automobile can be different. Some automobiles use gas. Other automobiles use electricity, or both gas and electricity.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ In the discussion of the back seats of a minivan, point to and lead children in counting the number of seats.

Enrichment ■ Explain that an automobile that uses both gas and electricity is called a **hybrid**.
■ Explain that cars that use electricity store the electricity in a battery.

Center Activity

Fill the water table or a tub with soil or sand. Supply cars for children to "drive" in the soil or sand. Encourage children to play with the cars and draw their attention to tracks made in the soil or sand. You may also wish to provide a car mat and traffic signs in the block center. Encourage children to take the cars on a trip or drive them on the mat. Encourage the use of traffic signs and discuss what the signs mean.

Family Child Care

Ask family members during drop-off or pickup time if the children can explore the family's automobile. Encourage children to look for things that are the same and different in each automobile (number of doors, seats, what can it hold, what fuel it uses). If exploration of the automobile is not practical, invite the family member to describe their automobile.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 3

Exploring Earth and Space

Science

Be Prepared: Wear fall clothing, such as a jacket, and carry a leaf rake (if possible) for today's activity.

3–5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of the fall and winter seasons.

Key Concepts

New: Fall
Autumn
Winter

Review: Snow

Materials Needed

Fall items (see Be Prepared)

*5 pictures as shown

*Printables provided

Optional Reading

The Seasons of Arnold's Apple Tree by Gail Gibbons

BEGIN: Yesterday we talked about the season of summer and made a class book of things we like to do in the summer.

Today I am wearing something that we might wear during the season that comes after summer. I also have something for raking leaves. What season do you think we will talk about today? (fall)

EXPLAIN: At the end of the summer, in some places, the weather begins to get cooler and a different season begins. The season that comes after summer is called **fall**. Another word for fall is **autumn**.

ASK: Why would we wear a jacket in the fall? (to keep warm because the air gets cooler)

EXPLAIN: In some places, leaves on trees and other plants turn to different colors in the fall. The leaves fall off of the trees and other plants.

[*Display pictures of same tree in summer and in fall. Point out which picture is summer and which picture is fall.*]



Let's look at pictures of the same tree in the summer and in the fall.



ASK:

- How does our tree look different in the fall compared to the summer? (leaves are green in summer, leaves are darker in color in fall, fewer leaves in fall)
- I'm carrying a rake today. What can we do with a rake in the fall? (get leaves off the ground)
- Have you ever raked leaves into a pile and jumped in them?

EXPLAIN: Let's look at some pictures of leaves in the fall.

[*Display picture of fall leaves.*]



Martin LaBar/flickr/(CC BY-NC 2.0)

ASK: What are some of the colors we see in the leaves in this picture? (orange, yellow, brown, red)

EXPLAIN: We know that trees and other plants need sunlight to make their own food. Trees and

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

other plants cannot make their own food in the fall because the air is cool and there is less sunlight during the daytime.

Now let's talk about the coldest season of the year. **Winter** is the coldest season of the year. All places have a winter season. Winter does not feel the same everywhere. Winter is colder in some places than in other places. Some places have snow in the winter, and other places do not have snow.

ASK:

- What is winter like where we live?

  [*Help children describe your winter season.*

  Display pictures of the same tree in fall and winter seasons. Point out which picture is fall and which picture is winter.]

- How does our tree look different in the winter compared to the fall? (no leaves)




EXPLAIN: In the winter, water can freeze into ice. Many other things can also freeze. In some places there can also be a lot of snow in the winter. Remember, snow happens when water that falls from heavy clouds goes through very cold air. The water freezes into small snowflakes.

Let's look at our four pictures of our tree in each season and compare them.

[*Display four pictures of the same tree in each season.*]






ASK: How is each picture different?

[*Encourage children to discuss differences in each tree and why they occur. Example: "Our tree in the spring has flowers. In some places, new leaves and flowers begin to grow.*]

RECAP: Today we learned about the seasons of fall and winter. Leaves begin to change colors in the fall. Winter is the coldest season of the year. Some places are colder than other places in the winter. Each picture of our tree is different in each season. Which season is your favorite?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Scaffolding Tips

Extra support ■ Review the meaning of the word "after" if children seem confused with the description of fall as a season that comes after summer.

Enrichment ■ In the discussion of how trees and other plants need sun to make their own food, children may be ready to learn the word "photosynthesis." Explain that photosynthesis is the process plants go through to make food for themselves. Plants need sunlight to do this. Photosynthesis stops in the fall because there is less sunlight. ■ Remind children about the coldest place on earth. (South Pole) Explain that each day in the South Pole is like winter. You may wish to briefly review information about the South Pole introduced in Science Week 32, Day 3.

Center Activity

Supply finger paints in fall colors (brown, red, yellow, orange). Invite children to create their own fall picture. You may also wish to supply shaving cream in a tub. Invite children to use the shaving cream to pretend it is wintertime and they are playing in snow.

Family Child Care

Collect items of clothing that can be worn in each season. Hold up each clothing item, one at a time, and ask children to name the season most appropriate for the clothing item. Some clothing items, such as a jacket, might be worn in more than one season.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Letter knowledge

Children will understand the name and sound of the letter U.

Key Concepts

Review: Umbrella

Materials Needed

Chart paper

Marker

*Letter U card

*4 letter U picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn more about the letter U.

ACT: [*Display letter U card.*

If a child(ren) whose name begins with the letter U 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 U when you say the name.]



Maybe someone in our group has the letter u somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase u, and it will look like this.

[*Point to the lowercase u on the letter card.*]

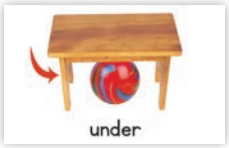
Pop up if you have the letter u somewhere else in your name (not at beginning).

[*If a child has the letter u somewhere else in his/her name, point to the name and the letter u on the list of children's first names, so all children can see the name and the letter u.*]

What is our word that begins with the letter U? (umbrella) We know that an umbrella is something you hold over your head to keep it dry.

The letter U says /u/, just like at the beginning of the word "umbrella." /u/, /u/, umbrella. Let's say that together: /u/, /u/, umbrella.

I have two pictures of things that begin with the letter U. 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 underwear. The letter u 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 U and write them on our chart. Remember, the letter U says /u/, /u/.

[*Help children by suggesting other words that begin with u. Examples: up, us, uppercase, unzip.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

Invite one or more volunteer children to find the letter u 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 U on your chart paper.]

We use two lines to make an uppercase U. We begin by making a curved line and then a straight line down.

[*Give each child his/her letter journal.*]

Now we are going to write the letter U in our letter journal. Please write the uppercase (big) letter U in your journal. Write as much of the letter as you can.

RECAP: Today we learned that the letter U says /u/, just like at the beginning of the word "umbrella." We made the uppercase (big) letter U in our letter journal. Let's say together the sound the letter U makes (/u/).

Scaffolding Tips

Extra support ■ 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.

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 u. Example: "A lowercase u looks like an uppercase U, but it is smaller."

Center Activity

Provide silly books about underpants. Examples: *Pirates Love Underpants* by Claire Freedman, *Dinosaurs Love Underpants* by Claire Freedman, *Monsters Love Underpants* by Claire Freedman. Remind children that underpants starts with the letter U.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

Family Child Care

Celebrate the letter U by teaching children the "Upside Down Song." Each time you sing the song, think of something you can do upside down. Examples: clap upside down, shake your head upside down, smile upside down. Encourage school-age children to think of other things to do upside down.

Upside Down Song

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

I can do things upside down,
Upside down, upside down.
I can do things upside down,
Just take a look at me!

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Small Group

☑

Skill and Goal

Number knowledge

Children will strengthen their understanding of subtract.

For Option 2

Key Concepts

Review: Subtract

Materials Needed

Beanbags—1 per child

*Spinner

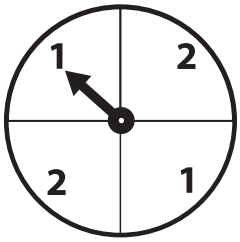
Music CD

CD player

*Printables provided

Option 1: Offer the Week 33, Day 2 activity to review subtract.

Option 2: Engage a small group of children in determining how many beanbags remain after taking away a number of beanbags, (based on results of a spinner). Children will walk in a circle around the remaining beanbags as many times as there are beanbags.



Place beanbags in an approximate circle and invite children to form a circle around (outside of) the beanbags. Display the spinner and, if appropriate, demonstrate how it works. Explain that we will walk in a circle around the beanbags while music is playing. When the music stops, we will spin the spinner and take away the number of beanbags our spinner says. If our spinner lands on number two, we will take away two beanbags. We subtract when we take away. Then we will determine how many beanbags remain. We will walk once around our remaining beanbags for each beanbag we take away. If we take away two beanbags, we will walk around the remaining beanbags two times, while music plays.

Implement the activity with children taking turns to remove their beanbag, spin the spinner, tell how many beanbags remain, and say how many times we walk around the remaining beanbags. Periodically remind children that when we subtract (take away) items from a group, the group gets smaller. Count aloud each walk around the beanbags. Explain: "We just walked around our beanbags one time. We will walk around our beanbags one more time. We took away two beanbags."

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

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 basic characteristics of trucks.

Key Concepts

New: Truck
Dumping

Materials Needed

*6 pictures as shown

*Printables provided

Optional Reading

Little Blue Truck by Alice Schertle

I am a Garbage Truck by Ace Landers

Trucks by Byron Barton

Truck by Donald Crews

BEGIN: Today we will talk about trucks. A **truck** is used for carrying things. Trucks move on land—like a road.

ASK: What kinds of toy trucks do we have in our classroom?

[*Some children may wish to show a classroom truck of special interest.*]

EXPLAIN: People ride in the front part of a truck. Things being carried in a truck go in the back of the truck.

There are different kinds of trucks. Let's look at some pictures of trucks.

[*Display picture of pickup truck.*]



Inhabitat/flickr/(CC BY-NC-ND 2.0)

ASK:

- Have you ever seen a truck like this?
- What kinds of things could be carried in the back of a pickup truck?

EXPLAIN: Let's look at pictures of some other kinds of trucks.

ASK: [*Display picture of garbage truck.*]

- What kind of truck is shown in this picture? (garbage truck)
- What does this truck do? (carries trash away)



bilbobagweed/flickr/(CC BY 2.0)

EXPLAIN: [*Display picture of dump truck.*]

This is a dump trunk. A dump truck can carry dirt and rocks.

Taking things off the back of a truck is called **dumping**. A dump truck can dump things it carries.

[*Display picture of a truck dumping gravel.*]

This picture shows a dump truck dumping gravel. A garbage truck also dumps the garbage it is carrying. The back part of the truck lifts up and the garbage slides out.

[*Display picture of semi-truck.*]



*Hajee/flickr/(CC BY-NC-ND 2.0)





raymondclarkeimages/flickr/(CC BY-NC 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

The truck shown in this picture is called a semi-truck. Many people call it a "semi." You probably have seen this kind of truck many times. A semi-truck can carry large items that would not fit into a smaller truck like a pickup truck. A "semi" has a top to protect the items it carries in the back.

[*Display picture of military truck.*]

This is a picture of a military truck.



C. Holmes/flickr/(CC BY-NC 2.0)

ASK:

- Who has seen this kind of truck?
- What did you see being carried in the back of a military truck? (equipment, things in boxes, sometimes people)

RECAP: Each of the trucks we talked about today is made to do a special job. That's why trucks look different from one another.

Scaffolding Tips

Extra support ■ There may be a toy truck in your classroom that a volunteer child can use to demonstrate how the back part lifts up to dump its contents.

Enrichment ■ Invite children to describe a type of truck that was not discussed in today's activity. ■ Explain that the engine in most trucks uses gas to move things. ■ Encourage children to compare the size and number of tires on each truck.

Center Activity

Provide paint, paper, toy cars, and trucks for children to create tire track paintings. Encourage children to roll the wheels of the toy cars or trucks in the paint and "drive" on the paper. You may also wish to provide different car and truck brochures in the library center. These can be obtained from car dealerships that might have a supply from previous model years. Encourage children to look at different characteristics of cars and trucks.

Family Child Care

On a walk or other outing, help children keep track of different kinds of trucks they see.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 4

Moving Our Bodies

Physical/ Health

3–5 YEARS

Small Group

Skill and Goal

Motor development

Children will strengthen their understanding of how to do an underarm throw.

For Option 2

Key Concepts

Review: Underarm throw

Opposite

Materials Needed

Small balls—1 per child

Targets (see Be Prepared)

Option 1: Offer the Week 18, Day 4 activity to review underarm throwing.

Option 2: Engage children in throwing underarm toward a target.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited. Prepare targets for children's underarm throwing attempts. 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 option is to place small traffic cones on a flat surface for children to try to hit. Provide enough targets so children are throwing straight forward at a target and are not throwing at an angle. Use a rope, string, or some other means to designate a line for children to stand behind to practice throwing. Provide 5–7 feet between the line and target. The distance between the line and targets can be increased to provide more challenge. This is a noncompetitive activity. There is no need to keep track of whether the target is hit. Determine a plan for providing each child with underarm throwing experience, including where children who are not throwing should stand or sit. Secure the assistance of another adult.

Explain that we will practice underarm throwing. We will throw toward a target. Point to and describe the targets. It is okay if we do not hit our target. We are practicing. We are not competing. We will take turns doing an underarm throw.

Remind children that an underarm throw involves moving one of our arms backward and forward. Offer a review of an underarm throw (Week 18, Day 4) by describing and demonstrating the following steps:

- stand tall with both feet flat on the ground/floor, and toes and shoulders facing the direction you will throw;
- look toward the target;
- hold the ball 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 (opposite means someone or something that is across from us or on a different side); and
- move your throwing arm forward and let go of the ball when it reaches the level of your chest.

Show and describe the line children are to stand behind for the activity. Emphasize that we stay behind this line even after we do our underarm throw.

Invite a small group of children to stand behind the designated line for throwing. Invite children to throw their ball. Encourage children to retrieve their ball after all balls have been thrown. Repeat as time and child interest permit.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

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 U card.*]

What is the name of this letter? What sound does the letter U make?

Letter U says /u/, just like in "umbrella." /u/, /u/, umbrella. Let's together say /u/, /u/, umbrella.



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 U.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter U card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number Knowledge

Children will strengthen their understanding of subtract.

For Option 2

Key Concepts

Review: Subtract
Add

Materials Needed

10 blocks

*Spinner

Tray

*Printables provided

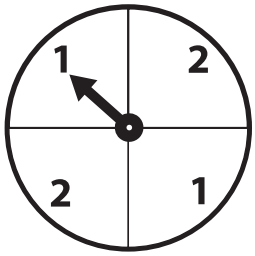
Option 1: Offer the Week 32, Day 4 activity to review subtract.

Option 2: Support children in determining how many blocks are left when a specified number of blocks is taken away.

Be Prepared: Put 10 blocks in an unorganized arrangement in the middle of the floor.

Explain that you need some help putting away the blocks on the floor. We will practice how to subtract as part of putting away the blocks. We will take turns spinning our spinner. We will take away from our group of blocks the number of blocks our spinner lands on. We will put in a tray the blocks we take away from the blocks on the floor. Display and describe how the spinner works, if appropriate.

Implement the activity with children taking turns spinning the spinner and taking a block to the tray. Consistently ask all children how many blocks remain after one or two blocks have been taken away. Periodically remind children we are subtracting blocks from our group of blocks.



Emphasize that the group of blocks on the floor is getting smaller. Is the group of blocks on the tray getting larger? We are subtracting (taking away) blocks from the floor and adding blocks to the tray.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

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 basic understanding of different types of transportation.

Key Concepts

Review: Transportation
Sort
Truck

Materials Needed

Charts from Days 1 and 2

*3 pictures as shown

*Printables Provided

Optional Reading

Mrs. Armitage: Queen of the Road by Quentin Blake

BEGIN: We are learning about transportation. Remember, transportation is the way people or things move from one place to another place.

EXPLAIN: Each of us used some kind of transportation to get to our center today. We also will use transportation to go to another place when we leave our center today.

ASK: What kind of transportation will you use when you leave our center today?

EXPLAIN: We recorded our ideas about different kinds of transportation on a chart earlier this week.

[*Display chart from Day 1 and read each item as you point to it.*]

We also did some sorting of different kinds of transportation. Remember, when we sort we put things into certain groups. We sorted kinds of transportation by land, water, and air.

ASK: [*Display chart from Day 2. Point to appropriate picture at the top of each column as you ask the following questions:*]

- What kinds of transportation travel on a road?
- What kinds of transportation travel on water?
- What kinds of transportation travel in the sky?

[*Again, it is not necessary for children to remember names of specific kinds of transportation. Some children may think of all kinds of aircraft as planes. Later sessions introduce children to particular names.*]

EXPLAIN: Most of us ride in an automobile. Some of us may ride in a truck. Most of us see trucks every day.

ASK:

- What are some ways that automobiles are different from one another? (size, shape, number of people the auto can carry)
- What are some ways that trucks are different from one another? (size, what they are made to do)

EXPLAIN: [*Display side by side three pictures of trucks.*]



bilbobagweed/flickr.com/(CC BY 2.0)


*Hajee/flickr.com/(CC BY-NC-ND 2.0)


raymondclarkeimages/flickr.com/(CC BY-NC 2.0)

Yelm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40
DAY 5

Exploring Where We Live *continued*

Social Studies

We know that a truck is used for carrying things. We also know that trucks are made to do special jobs.

ASK:
- What kind of truck carries trash? (garbage truck)
- What kind of truck carries rocks or soil? (dump truck)
- What kind of truck can carry large items that would not fit into a smaller truck like a pickup truck? (semi-truck)

RECAP: We are learning a lot about transportation. We know that transportation is the way people and things move from one place to another. We also know that transportation happens on land, water, and in the sky.

Scaffolding Tips

Extra support ■ Use Day 3 pictures if children seem uncertain about ways automobiles are different.

Enrichment ■ If not all picture cards were used for the Day 2 activity, use the remaining cards for the review of land, water, and air kinds of transportation. Ask children if they know the name of the kind of transportation and whether it moves by land, water, or air. Keep in mind that children may not be familiar with some pictured kinds of transportation.

Center Activity

During outdoor play, create a "car wash" for children to wash bikes or other riding toys. Provide materials for children to pretend to "wash" their bikes or other riding toys. Examples: hose sections, washrags, towels. If your center allows the use of water outside, be sure parents know in advance to provide clothes and shoes that can get wet.

Family Child Care

Prepare multiple copies of the Day 2 picture cards for a transportation game. Each child keeps the card of a form of transportation he/she has seen. Encourage children to describe where he/she saw the form of transportation and what it did.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 40

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Small Group

Skill and Goal

Motor development

Children will strengthen their skills in underarm throwing and catching.

For Option 2

Key Concepts

Review: Underarm throw
Catch

Materials Needed

Yarn balls—1 per pair of children

Option 1: Offer the Week 18, Day 5 activity to review underarm throwing.

Option 2: Form pairs of children to practice underarm throwing and catching.

Be Prepared: Secure the assistance of another adult.

Explain that today we will work with a partner to throw and catch a ball. We will use underarm throwing. Provide a review of underarm throwing, if appropriate (see Week 40, Day 4). Remind children of the importance of 1) keeping their eye on something they want to catch, and 2) using both hands to catch a ball (see Week 39, Day 5).

Invite the other adult, or a volunteer child, to stand about five feet from you to demonstrate throwing and catching a ball. Be sure underarm throwing is used.

Organize pairs of children who face each other, standing 5–7 feet apart. Provide each pair with a yarn ball. Encourage children to carefully throw the ball to their partner. The throwing goal is to make the ball catchable. To decrease challenge, use a larger ball, such as a punch ball. To increase challenge, increase the distance between children in a pair.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41 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 V (Days 2–5)

Mathematics

Counting Things

- Practicing counting numbers of items (Days 1–2)
- Identifying different numbers of dots (Day 2)
- Identifying small quantities of items without counting (Day 3)
- Making groups of 1–10 items (Days 4, 5)

Social Studies

Exploring Where We Live

- Characteristics of buses (Days 1, 5)
- Characteristics of bicycles, tricycles, and motorcycles (Days 2, 5)
- Characteristics of passenger trains and freight trains (Days 3–5)

Creative Expression

Doing Drama

- Understanding the concept of a story plot and recalling parts of a plot (Day 1)
- Using our bodies (and not our voices) to tell a story (Day 2)
- Creating story plots (Day 3)

Physical/ Health

Staying Healthy and Safe

- Characteristics of vegetables included in a soup (Day 4)
- How cows and goats are sources of milk (Day 5)

Revision: 06/30/2020

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

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 U.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter U 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 U card.*]

The word "umbrella" begins with this letter. What is the name of this letter?

Letter U says /u/, just like in the word "umbrella." /u/, /u/, umbrella. Let's together say /u/, /u/, umbrella.

Who would like to tell us another word that begins with the letter U?

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?*]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Small Group

☑ Skill and Goal

Number knowledge

Children will practice counting numbers of items.

For Option 2

Key Concepts

Review: Count

Materials Needed

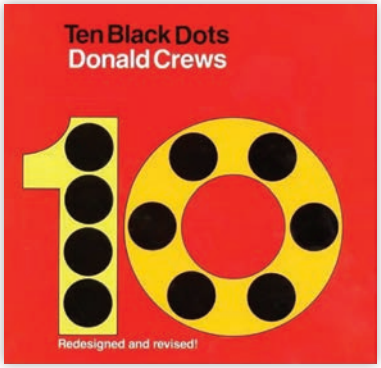
Ten Black Dots by Donald Crews

Also Promotes

Language/Literacy

Option 1: Offer the Week 1, Day 1 activity to review the concept of numbers.

Option 2: Engage children in counting dots as part of different items illustrated in a book.



Introduce the book. Draw attention to the numeral 10 on the book cover. Invite children to say the two numerals (1, 0) that are part of the number 10. Trace each numeral with your finger. Ask children for their ideas about the book's question, "What can be done with 10 black dots?"

Point to (or invite a volunteer child to point to) each of the dots on a page as you count them together. Describe any items that may be unfamiliar or confusing to children, such as portholes (windows in the shape of a circle on a boat).

Explain how the dot(s) is part of an item, such as the eyes of a fox. Help children connect items to their experiences. Some items may be a focus of your room's past or forthcoming activities. Example: freight trains are featured in Week 41, Day 3 (Social Studies).

Draw attention to the rhyming words at the end of each sentence on each set of pages, such as sun/done and coat/boat. Invite children to repeat the rhyming words with you.

Invite children to count together the lines of dots at the end of the book as you point to each dot.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 1

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand basic characteristics of buses.

Key Concepts

New: Bus
School bus
Touring bus
Accessibility

Review: Ramp

Materials Needed

*5 pictures as shown

*Printables provided

Optional Reading

Don't let the Pigeon Drive the Bus! by Mo Millems

Last Stop on Market Street by Matt de la Peña

School Bus by Donald Crews

BEGIN: Today we are going to learn about different types of buses. A **bus** can carry lots of people from one place to another. Buses travel on roads.

ASK:
- Have you ridden on a bus?
- What was it like?

EXPLAIN: Let's look at some pictures of different types of buses and think about the special job each bus does.

[*Display picture of school bus. Point to lights and stop sign as you describe each.*]



Bill McChesney/flickr/(CC BY 2.0)

ASK: What special job does this bus do? (take children to/from school, on a field trip)

EXPLAIN: A **school bus** takes children to and from school. It also takes children on a field trip. School buses have special lights and stop signs that let people know when the bus is going to stop so children can get off the bus or on the bus. Cars near the bus stop moving when the lights and stop signs are on.

ASK:
- Why is it important for cars near a school bus to stop moving when the lights and stop signs are on? (so children are safe)

[*Display picture of a school bus interior.*]


TruckPR/flickr/(CC BY-NC-ND 2.0)

- The seats on a school bus usually look like benches. Have you ever seen bus seats that look like this?

[*Display picture of touring bus. Point to doors for lower-level storage space as you describe this area.*]



Greg Goebel/flickr/(CC BY-SA 2.0)

- What job might this type of bus do? (take people on trips)

EXPLAIN: A **touring bus** takes people and their things on trips. People can ride on a touring bus to see a special place like a farm or a park or a museum. People put their things inside the bus or in a storage place under the bus.

[*Display picture of accessibility bus.*]


University of the Fraser Valley/flickr/(CC BY 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 1

Exploring Where We Live *continued*

Social Studies

This bus helps people who have a physical disability get from one place to another place. People who use a wheelchair can ride on this type of bus. This is called an accessibility bus. Accessibility is a big word. **Accessibility** means that something can be reached. People with a disability can reach (get to) where they want to go on an accessibility bus.

[*Display picture of accessibility bus ramp.*]



New York City Dept. of Transportation/flickr/(CC BY-NC-ND 2.0)

We know that a ramp has a slope that makes it easier to walk on or move a wheelchair on.

ASK: How might this ramp help people get on and off the bus? (no steps to climb)

RECAP: Buses take people and their things from one place to another. Each type of bus does a different job.

Scaffolding Tips

Extra support ■ Children may benefit from a quick review of uses of wheelchairs in Social Studies Week 4, Day 4.

Enrichment ■ Invite children to talk about their experiences with specific bus features, such as the stop sign on a school bus or a ramp on an accessibility bus.

Center Activity

Create a bus in the housekeeping area by placing chairs in a row. Include a "steering wheel" for the bus driver and provide other props for the passengers, such as money, luggage, briefcases, and other things people would carry on a bus. Encourage children to pretend they are taking a trip on a bus.

Family Child Care

If your home is on a bus route or near a school, consider taking children to see the bus in action. If possible, take children on a ride on a city bus.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 1

Doing Drama

Creative Expression

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that a plot is the order of events that happen in a story.

Key Concepts

New: Plot

Review: Story
Pretend
Character

Materials Needed

Flannel board

**The Three Little Pigs* cutouts (see Be Prepared)

**The Three Little Pigs* story

Also Promotes

Language/Literacy

*Printables provided

Prepared: If possible, laminate *The Three Little Pigs* cutouts for durability. Affix a hook and loop fastener to the back of each cutout for use on a flannel board.

Review or become familiar with the provided *The Three Little Pigs* story in advance of the activity so you do not need to use a script.

BEGIN: Several weeks ago we imitated the voices of the characters in the story *Goldilocks and the Three Bears*. Remember, a story is something we tell to let people know about something that happened. This week we will practice telling more stories.

EXPLAIN: Stories can be real or pretend. Remember, when we pretend we act as if something is true or real when it is not.

ASK: Is the story of *Goldilocks and the Three Bears* real or pretend? (pretend)

EXPLAIN: Some stories have a lot of characters. Other stories have only a few characters. We know that a character is a person or an animal (or creature) in a story or book.

Today we will listen to a story called *The Three Little Pigs*.



ACT: Pop up if you've ever heard this story!

[*Encourage children to sit down after you have commented on the number of children that have heard the story of The Three Little Pigs.*

Use the flannel board and cutouts to tell the story of The Three Little Pigs. Change the tone of your voice to represent each of the characters in the story.]



ASK:

- Was the story of *The Three Little Pigs* real or pretend? (pretend)
- Who were the characters in the story? (the three pigs, wolf)

EXPLAIN: We know that the story of *The Three Little Pigs* is a pretend story about three little pigs and a wolf.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Doing Drama *continued*

Creative Expression

All stories have something called the plot. The **plot** is the order of events (things) that happen in a story. Let's think about the plot of *The Three Little Pigs*.

ACT: [*Refer to flannel board cutouts as you describe events.*]

- First the three little pigs moved out of their parents' house and decided to each build a house at the edge of a forest.
- What happened next in the story? (the pigs each built a house)
- Did each of the three pigs make a house with the same thing? (no) Let's all stand and pretend to build a house, just like the three little pigs.

  [*Encourage children to pretend to build a house for several seconds.*]
- What happened after the three little pigs finished building their houses and relaxed for a while? (a wolf came by and blew down the house made of straw) Let's stand and pretend we are the big bad wolf trying to blow down the house made of straw!

  [*Encourage children to pretend to blow down the house of straw for several seconds.*]
- Then what happened when the first little pig ran to the second little pig's house? (the wolf blew down the second pig's house made of sticks) Let's stand again and pretend we are the big bad wolf blowing down the house made of sticks!

  [*Encourage children to pretend to blow down the house of sticks for several seconds.*]
- When the wolf blew down the house of sticks, the two little pigs ran to the third pig's house. Then what happened? (the wolf tried to blow down the house made of bricks, but he could not blow it down) Let's stand one more time and pretend we are the big bad wolf trying to blow down the house made of bricks!

  [*Encourage children to pretend to blow down the house made of bricks for several seconds.*]
- What was the last thing that happened in the story? (the wolf left, the little pigs lived happily ever after)

EXPLAIN: The story of *The Three Little Pigs* would be very different if we changed the order of events.

ASK: How would the story be different if the wolf tried to blow down the house made of bricks first? (he wouldn't be able to; he might go away)

EXPLAIN: The order of events in a story is important. The story would be changed if the plot was different.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 1

Doing Drama *continued*

Creative Expression

RECAP: Today we learned that a plot is the order of events that happen in a story. We listened to the story of *The Three Little Pigs* and remembered the order in which events happened.

Scaffolding Tips

Extra support ■ After you ask whether each pig made a house with the same thing, it may be helpful to state again or describe each material (straw, sticks, bricks) and point to the corresponding cutout.

Enrichment ■ Invite children to use the flannel board and cutouts to put story events in order.

Center Activity

Provide the flannel board and cutouts. Encourage children to retell the story or make up their own story with the cutouts.

Family Child Care

Plan a visit to the library for story time. After story time, talk with children about story characters and plot.

Source of The Three Little Pigs nursery rhyme: Halliwell-Phillipps, J. O. (1886). *The Nursery Rhymes of England*. London: Frederick Warne and Co.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify and name the letter V.

Key Concepts

Review: Vehicle

Materials Needed

Chart paper

*Letter V card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn a different letter of the alphabet.

[*Display letter V card.*]

ASK: Does anyone know the name of this letter?



ACT: This is the letter V. We can write the letter V in two ways. We can write the letter V like this.

[*Demonstrate writing an uppercase V at the top of a chart paper.*]

This is an uppercase V.

We can also write the letter V like this.

[*Demonstrate writing a lowercase v at the top of a chart paper.*]

This is a lowercase v.

Several weeks ago we played a game in which we pretended to make the noise of different vehicles. Remember, a vehicle is something that takes us from one place to another.

The word "vehicle" begins with the letter v. I will write the word "vehicle" on our chart. I am going to write "vehicle"with a lowercase (small letter) v.

[*Say each letter as you write the word. Emphasize v.*]

Let's all say the word "vehicle."

[*Invite a volunteer child to point to letter v in the word "vehicle."*]

Let's look at the very first letter of our name. Pop up if you have the letter V 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 V at the beginning of their name. If there are children whose name begins with the letter V who do not stand, point to the letter V on their name card. Compare the letter V in their name as you hold the letter V card next to their name card.*

If no one in the group has a first name beginning with the letter V, say "No one popped up because no one has a name that starts with the letter V." 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 V.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Language/ Literacy

If a child indicates there is a letter V 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 v that appears somewhere else in a child's name.]

RECAP: Today we learned about the letter V. What word begins with the letter v? (vehicle)

Scaffolding Tips

Extra support ■ After demonstrating how to make an uppercase V, turn your back to children and lead them in tracing the letter V in the air.

Enrichment ■ Invite pairs of children to make the letter V with their bodies.

Center Activity

Provide children with items to make a pretend vegetable stand. Supply a cash register, bags, and toy vegetables. Invite children to pretend to sell vegetables in the vegetable stand.

Family Child Care

Serve vegetable soup for lunch. Encourage children to name the vegetables they find in their soup.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will broaden their understanding of numbers.

For Option 2



Key Concepts

Review: Count



Materials Needed

Clothespins (see Be Prepared)



Also Promotes

Self-Regulation

Option 1: Offer the Week 1, Day 2 activity to review how to verbally count from 1–5.

Option 2: Engage children in a fun song in which they fall down according to the number on a clothespin they are wearing. This option includes children identifying the number of dots on their clothespin.

Be Prepared: Prepare a sufficient number of clothespins so each child can wear one. With a marker, draw one dot on a clothespin, two dots on a different clothespin, etc., up to five dots on a clothespin. Some children will have the same number of dots on their clothespin. Example: In a group of 10 children, two children will have a clothespin with one dot, two will have a clothespin with two dots, etc.

Teach children the adjacent song while walking in a circle holding hands. Invite children to fall down at the end of the song.

Round and Round the Circle We Go

(sing to the tune of Row, Row, Row Your Boat)

Round and round the circle we go,
All around the town.
Round and round the circle we go,
And then we all fall down!

Display clothespins. Explain that each clothespin has a different number of dots on it. Provide each child with a clothespin. Encourage children to count and say aloud the number of dots on their clothespin. Help children affix the clothespin to a part of their clothing that they can readily see.

Arrange children in a circle in random order. Explain that we are going to change the song a little bit. Instead of everyone falling down at the end of the song, only children wearing a clothespin with a certain number of dots will fall down. We need to listen carefully to the song. The end of the song will say the number of dots that fall down. Offer an example: "Round and round the circle we go, all around the town. Round and round the circle we go, and then three dots fall down." Encourage children wearing clothespins with three dots to fall down. Continue singing the song, ending each version with a different number (1–5).

The Option 2 activity plan is an adaptation of Activities #2c, #10b, and #16 in Math Is Everywhere, a preschool math curriculum compiled from a variety of resources by David Arnold, Jennifer Dobbs-Oates, Greta Doctoroff, and Paige Fisher at the University of Massachusetts, Amherst. The Arnold et al. group cites the following source for Activities #2c and #10b: Cryer, D., & Harms, T. (1988). *Active learning for threes*. Boston, MA: Addison-Wesley Publishing Company. The Arnold et al. group cites the following source for Activity #16: Copley, J. V. (2009). *The young child and mathematics* (2nd ed.). Washington, DC: National Association for the Education of Young Children.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 2

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand basic characteristics of bicycles, tricycles, and motorcycles.

Key Concepts

New: Tricycle
Bicycle
Motorcycle

Review: Transportation

Materials Needed

Tricycle

Blanket

Helmet

*3 pictures as shown

Also Promotes

Language/Literacy

*Printables provided

Be Prepared: When children are not in your classroom, place a tricycle under a blanket in the area where today's activity will be offered. If a tricycle is not available in your setting, display the provided picture of a tricycle.

BEGIN: [*Point to "hidden" tricycle or picture of tricycle.*]

Under this blanket is a form of transportation we can use in our center. We know that transportation is a way people or things move from one place to another. What do you think is hidden under the blanket?



EXPLAIN: A **tricycle** is a kind of transportation that has three wheels.

ASK:
- Have you ever ridden on a tricycle?
- Where did you ride on the tricycle?

EXPLAIN: [*Point to pedals and handlebars as you describe each.*]

We use two parts of a tricycle to make it go places. We move our feet on the pedals of the tricycle to make the wheels go around. We use our hands and arms to move the handlebars. We use the handlebars to point to where we want to go. The handlebars move the front wheel of the tricycle.

[*Display picture of bicycle.*]

This is a bicycle. A **bicycle** is a kind of transportation with two wheels.



Arun Katlyar/flickr/(CC BY-SA 2.0)

[*Point to and count wheels with children.*]

Bicycles and tricycles have some things that are the same and some things that are different.

[*Display pictures of tricycle and bicycle side by side.*]

ASK:
- What things are the same? (both have wheels, both have pedals, both have handlebars)
- What things are different? (the number of wheels, location of foot pedals)

[*Display picture of a motorcycle. Point to motor and handlebars when you describe each.*]



Open Threads/flickr/(CC BY-NC-ND 2.0)

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 2

Exploring Where We Live *continued*

Social Studies

EXPLAIN: This is a motorcycle. A **motorcycle** is a kind of transportation with two wheels and a motor. All motorcycles have a motor. That is why the word "motorcycle" has the word "motor" in it.

The word "motorcycle" is a compound word.

ASK: What two words do we hear in the word "motor-cycle"? (motor, cycle)

EXPLAIN: A motor moves the wheels on a motorcycle. People who ride a motorcycle do not use their feet to make the motorcycle move. People use their arms and hands to point the handlebars to where they want to go on a motorcycle.

There are two more parts of our body that people use when they ride a tricycle, a bicycle, or a motorcycle.

[*Point to your eyes and ears.*]

ASK:

- Why is it important to use our eyes and ears when we ride a tricycle, a bicycle, or a motorcycle? (to make sure we do not run into other people or things)

  [*Display helmet*]
- What is this? (helmet)
- Why is it important to wear a helmet when we ride a tricycle, bicycle, or motorcycle? (to keep our head safe if we fall or hit something)

RECAP: Today we learned that bicycles, tricycles, and motorcycles are kinds of transportation that can get people from one place to another place.

Scaffolding Tips

Extra support ■ Help children focus on parts of a tricycle by asking questions such as: "When we ride a tricycle outside, how do we make it go?" "How do we turn the tricycle?" ■ Point to each of the three wheels of the tricycle when you describe them. ■ Remind children that we make a compound word by putting two words together (Language/Literacy Week 8, Day 2).

Enrichment ■ Invite children to describe things that keep people safe on a bicycle, tricycle, or motorcycle. (helmet, pads, reflective belt, etc.)

Center Activity

Provide materials in the art center for children to create a transportation collage. Examples: magazines with transportation pictures, scissors, glue, markers, paper.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Family Child Care

If possible, show a bicycle as part of the description and discussion of how a bicycle works. Displaying both a tricycle and bicycle will enhance discussion of similarities and differences of these two common forms of transportation.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 2

Doing Drama

Creative Expression

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to tell a story using body movements only.

Key Concepts

Review: Plot
Space

Materials Needed

Flannel board

**The Three Little Pigs* cutouts

**The Three Little Pigs* story

Also Promotes

Language/Literacy

*Printables provided

BEGIN: Yesterday we listened to the story of *The Three Little Pigs*. We talked about the story's plot. We learned that a plot is the order of events that happen in a story. Let's try to remember the plot of *The Three Little Pigs*.

ACT: [*Use flannel board and cutouts to show what children describe.*]

- What happened first in the story?
- What happened next?
- What happened last?

EXPLAIN: Today let's try using our bodies to tell the story. We will not use our voices! In the first part of the story, the little pig builds a house made of straw. Please watch closely as I move my body to tell the first part of the story.

[*Pretend to pick up the straw and form it into a house. Remain silent.*]



ASK: How could we pretend to be the wolf trying to blow down the house made of straw?

Let's try it together.

ACT: [*Encourage children to use their bodies to pretend to be the wolf trying to blow down the house made of straw.*]

EXPLAIN: Now let's tell the whole story of *The Three Little Pigs*. I will tell the story with my voice. You tell the story with your body.

We will stay in our personal space when we tell the story using our bodies. Remember, space is the area around our body that is empty and available for us to use.


The Three Little Pigs

ACT: [*Invite children to stand. Tell the story of The Three Little Pigs with your voice as you encourage children to tell the story with their bodies.*]

ASK: Is our voice the only way to tell the plot of a story? (no)

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 2

Doing Drama *continued*

Creative Expression

RECAP: Today we told the story of *The Three Little Pigs* using our bodies. Were any parts of the story easy or hard for you to tell by using your body only? Which one(s)?

Scaffolding Tips

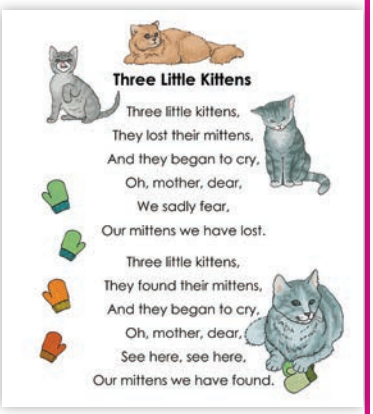
Extra support ■ It may be helpful for some children to watch you (or a volunteer child) demonstrate some of the actions that you describe in telling the story. Children are likely to use a range of body movements to tell the story. It is fine if some children prefer to watch others only.

Enrichment ■ Ask children to describe how they moved their bodies differently when pretending to be the little pigs, compared to pretending to be the wolf. (Pigs: pretended to build; Wolf: pretended to destroy (tear down) something, be mean)

Center Activity

Provide *nursery rhyme cards. Encourage children to take turns telling the nursery rhymes using their body movements only. Suggest the center be a "no talking zone." Encourage other children to guess the nursery rhyme they are telling.





*Printables provided

Family Child Care

Play charades with children. Make a list of everyday activities that can be demonstrated by using body movements only. Take turns demonstrating the activities as you encourage other children to guess the activities. Examples: brushing teeth, sleeping, writing.

Source of The Three Little Pigs nursery rhyme: Halliwell-Phillipps, J. O. (1886). *The Nursery Rhymes of England*. London: Frederick Warne and Co.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

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 V.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter V card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter V card.*]

What is the name of this letter?

[*Point to the uppercase letter V on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter V?



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will practice identifying small quantities of items without counting.

For Option 2

Key Concepts

Review: Count

Materials Needed

10 toys similar in size

2 small blankets or towels

Option 1: Offer the Week 1, Day 4 activity to review how to link number words to groups of items without counting.

Option 2: Engage children in identifying and briefly remembering two groups of different quantities.

In advance of the session, place two separate groups of 2–5 small toys on a table and cover each group with a blanket. Open the session by reminding children that we are learning how to look at a group of items and know how many there are without counting. Briefly remove the blankets and encourage children to look at each group. Then cover both groups of items and ask children how many items were in each group. Do not comment on the accuracy of their responses. Then uncover both groups of items and support children in counting the number of items in each group. Repeat this procedure with a change in the number of items (up to five) in one or both of the two groups.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 3

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand basic characteristics of trains.

Key Concepts

New: Railroad cars
Passenger train
Passengers
Freight train

Review: Train
Engine
Railroad tracks

Materials Needed

*6 pictures as shown

*Printables provided

Optional Reading

Trains by Gail Gibbons

Locomotive by Brian Floca

This Train by Paul Collicutt

BEGIN: We are learning about transportation. Today we will talk about trains.

ASK:
- Have you ever ridden on a train or seen a train?
- What was it like?

EXPLAIN: [*Display picture of passenger train. Point out separate cars when you describe railroad cars.*]



Steve Jones/flickr/(CC BY 2.0)

We know that a train carries things like food, cars, and wood. Some trains carry people from place to place. Trains move on land.

Railroad cars are separate sections of a train. Railroad cars can carry people or things. Some trains are long because they have many railroad cars.

The train shown in this picture is called a passenger train. A **passenger train** moves people and their things. People who use forms of transportation like trains and buses are called **passengers**. People sit in seats in a railroad car while the train moves from one place to another place.

[*Display picture of interior of railroad car with seats.*]



lisa/flickr/(CC BY-NC 2.0)

This picture shows the inside of a railroad car that carries people. Some seats are next to a window.

ASK: Why might we want to sit next to a window? (so you could see outside)

EXPLAIN: On some passenger trains there is a special railroad car where people can have a snack or a meal. There are tables for people to use. Some passenger trains have railroad cars with beds so people can sleep on a long trip.

[*Display picture of train engine. Point to windows at the front of the engine car when you describe the people who run the engine.*]



Dave Rees/flickr/(CC BY-NC-ND 2.0)

The railroad cars are pulled or pushed by an engine. This picture shows the train's engine. Remember, an engine is a motor that moves things. Train engines are very

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

big. The engine in this picture is at the front of the train. The people who run the engine sit behind the windows so they can see what is going on around the train.

[*Display picture of train wheels.*]



Juhana Leinonen/flickr/(CC BY 2.0)

Trains have wheels. The wheels shown in this picture look different than the wheels on an automobile and other kinds of transportation we have talked about. The wheels are round, just like other wheels.

[*Display picture of train tracks.*]



The train wheels move on railroad tracks. Remember, trains use railroad tracks to travel from one place to another place. Trains cannot move on land without tracks.

Now let's talk about another kind of train. This train carries items from one place to another place.

[*Display picture of freight train.*]



Ron Reiring/Wikimedia/(CC BY 2.0)

This train is called a freight train. A **freight train** moves items. The items on a train might be things like logs cut from trees or grain grown on farms. There are no seats for people on a freight train.

RECAP: Today we learned about trains. Trains carry people from one place to another. A train that carries people is called a passenger train. A train that carries things like logs or grain is called a freight train. Trains have wheels that sit on top of railroad tracks.

Scaffolding Tips

Extra support ■ It may be helpful to remind children that forms of transportation move people or things from one place to another place. ■ Engage children in a discussion of trains or railroad tracks that are near your center or in a part of your community familiar to children.

Enrichment ■ In discussion of the picture of train wheels on a track, point to how wheels fit on the track. Also, ask children why a train would not be able to move without a track. ■ Ask children what other forms of transportation have engines. ■ Use craft sticks to describe railroad tracks.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 3

Exploring Where We Live *continued*

Social Studies

Center Activity

Provide toy train pieces in the block center plus copies of train schedules to encourage children to create trains.

Family Child Care

Invite children to pretend they are taking a ride on a train. Encourage children to decide where they are going, what things they should pack for the trip, and where they might sit on the train.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 3

Doing Drama

Creative Expression

3–5 YEARS

Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will take turns creating the plot of a story.

Key Concepts

Review: Plot

Materials Needed

Digital timer

**The Three Little Pigs* cutouts (Day 1)

Also Promotes

Language/Literacy

*Printables provided

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

We are learning that a plot is the order of events that happen in a story. This week we listened to the story of *The Three Little Pigs* and we used body movements to act out the story without using our voices.

ASK: [*Display and briefly describe cutouts of wolf and each of the three houses.*]



- What did we learn about first in our story: the wolf or the houses built by the three pigs? (houses)
- The wolf tried to blow down each of the three houses. What was the last house he tried to blow down? (the house made of brick)
- Was the wolf able to blow down the house made of brick? (no!)

EXPLAIN: Today we are going to make up a different plot for a story about three little pigs and a wolf.

[*Display timer.*]

We are going to use this timer to help us take turns making up a new plot. Let me show you how.

I am going to start the timer. I will use my own ideas to tell a story about three little pigs and a wolf while the timer is going. When the timer beeps, I will stop telling my part of the new story.

[*Start the timer and tell a different beginning to The Three Little Pigs. Example: "Once upon a time there were three little pigs who lived in a big barn. Each little pig wanted his own place to live so the pigs decided to each build their own house. The first little pig built a house out of mud."*]



ASK: What did I change in the first part of the story? (the little pigs lived in a barn, the first little pig built a house made of mud)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Doing Drama *continued*

Creative Expression

EXPLAIN: Now we will each take turns adding more to the story. When I start the timer again, someone else will tell the next part of the story. Remember, each of us uses our own ideas. When it is your turn to tell part of the new story, you can make up whatever you want as long as it is about the three little pigs and the wolf.

[*Offer examples of how children may change the plot. Examples:*

- *What will the pigs use to build their houses?*
- *Will the wolf be alone or will he have a friend with him?*
- *Will the pigs live alone or have pets that live with them in their houses?*]

You may skip your turn if you want to.

ACT: [*Set the timer for approximately 10–20 seconds. Begin the new story by retelling what you said earlier. Stop when the timer beeps. Invite the child to your left to make up the next part of the story. If the child does not wish to participate, simply move to the next child. Start the timer again for the next child and continue to move around the circle until each child who wishes to participate, has a turn.*

When the story seems close to an end, take a few moments to end the story. If there are children remaining who have not had a turn to tell part of a story, begin another story in a different way. There may be 2–3 versions of a story.]

RECAP: Today we worked as a group to make up our own stories about three little pigs and a wolf. Each of our stories had a new plot.

Scaffolding Tips

Extra support ■ Eliminate use of the timer if you anticipate it will distract children from contributing. The main purpose of the timer is to facilitate children's efficient participation. ■ Anticipate that stories may be short, with two or three children contributing. As suggested in the activity plan, bring the story to a close and begin a new one. ■ Be sure to offer a prompt (see sample questions in the activity plan) for children who seem hesitant to contribute. It is fine for children to add differing amounts of information to the story.

Enrichment ■ Encourage children to use the cutouts as part of their story contribution. ■ Some children may be interested in beginning a new version of a story about three little pigs and a wolf.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 3

Doing Drama *continued*

Creative Expression

Center Activity

Provide flannel board and *cutouts from *Goldilocks and the Three Bears* and *The Three Little Pigs*. Encourage children to make up a new story with the familiar characters.



*Printables provided

Family Child Care

Provide different book versions of *The Three Little Pigs*. Examples: *The Three Little Pigs* by Patricia Siebert, *The Three Little Pigs* by Paul Galdone, *The Three Little Pigs* by Parragon Books. Discuss the different plots in each version of the story.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Letter knowledge

Children will understand the name and sound of the letter V.

Key Concepts

Review: Vehicle

Materials Needed

Chart paper

Marker

*Letter V card

*4 letter V picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn more about the letter V.

ACT: [*Display letter V card.*

If a child(ren) whose name begins with the letter V 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 V when you say the name.]



Maybe someone in our group has the letter v somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase v, and it will look like this.

[*Point to the lowercase v on the letter card.*]

Pop up if you have the letter v somewhere else in your name (not at beginning).

[*If a child has the letter v somewhere else in his/her name, point to the name and to the letter v on the list of children's first names so all children can see the name and the letter v.*]

What is our word that begins with the letter V? (vehicle) We know that a vehicle is something that takes us from one place to another.

The letter V says /v/, just like at the beginning of the word "vehicle." /v/, /v/, vehicle. Let's say that together: /v/, /v/, vehicle.

I have two pictures of things that begin with the letter V. I wonder what they could be?





Robert Sheie/flickr/(CC BY 2.0)



Walter Lim/flickr/(CC BY 2.0)



[*Hold up one picture card and invite children to identify the item in each picture. After children have an opportunity to guess or say the pictured item, point to and say the word written at the bottom of the card. Example: "This word says violin. The letter v 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 V and write them on our chart. Remember, the letter V says /v/, /v/.

[*Help children by suggesting other words that begin with v. Examples: very, vacation, vegetable, vote.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Invite one or more volunteer children to find the letter v 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 V on your chart paper.]

We use two lines to make an uppercase V. We begin by making a straight line down and then a straight line up.

[*Give each child his/her letter journal.*]

Now we are going to write the letter V in our letter journal. Please write the uppercase (big) letter V in your journal. Write as much of the letter as you can.

RECAP: Today we learned that the letter V says /v/, just like at the beginning of the word "vehicle." We made the uppercase (big) letter V in our letter journal. Let's say together the sound the letter V makes (/v/).

Scaffolding Tips

Extra support ■ 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 item.

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 v. Example: "A lowercase v looks like an uppercase V, but it is smaller."

Center Activity

Encourage children to look for letters they know in the classroom. As children find letters they know, invite them to write the letters on a clipboard. Be sure to positively recognize all forms of writing, including scribbles and letter-like scribbles.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

Family Child Care

Invite children to use a large cardboard box and pretend it is a van. Explain that a van is a vehicle that begins with the letter V. As children pretend to ride in the van, tell a story using words that begin with the letter V. Enunciate the /v/ sound in each V word. Example: Once there was a group of villagers who wanted to go on a vacation and find a very violet vase. They ventured off and drove through a very low valley where they saw a very large volcano! The volcano was surrounded by vultures. The villagers were very scared of the volcano, so they turned their van and drove back to their village.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will practice making groups of 1–10 items.

For Option 2



Key Concepts

Review: Count
Group of two



Materials Needed

Plastic cups—1 per child and adult

Counters—10 per child and adult

Option 1: Offer the Week 2, Day 3 activity to review making groups of two.

Option 2: Engage children in making groups of 1–10 counters.

Display a plastic cup and a counter (circle). Invite children to pretend the cup is a small pond and the counter is a small frog. We also will pretend that the floor (or table) around our pond is soil (dirt). Our frogs like to sit on the soil around the pond. They also like to jump in the pond (cup). Demonstrate your descriptions. Sometimes one frog jumps into our pond. Sometimes ten frogs jump into our pond.

Provide each child with one cup and 10 counters. Encourage children to put the pretend frogs (counters) next to their pretend pond. Then invite children to pretend that two frogs jumped together into the pond. Encourage children to make a group of two frogs on the pretend soil (table or floor) and then help the two frogs jump together into the pond. Forming the group and having the group "jump" together are important features of the activity.

Explain that the two frogs have had a fun time in the pond and now want to get back on the soil to dry off. Encourage children to help the two frogs in their pond jump together from the pond to the soil.

Continue this procedure with children forming groups of 1–10 frogs in random order. Draw attention to each time children make a group of frogs. Example: "We made a group of five pretend frogs. Now we will help our group of five frogs jump into the pond."

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 4

Exploring Where We Live

Social Studies

3–5 YEARS

Be Prepared: Create a cover for a classroom book children will make today. Use a title such as *Our Freight Train*. Include a line that says: *Illustrated by children in (name of your classroom)*.

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand basic characteristics of freight trains.

Key Concepts

Review: Freight train

Materials Needed

Freight Train by Donald Crews

*1 picture as shown

Paper—1 per child

Writing/drawing tools

*Printables provided

Optional Reading

Steam Train, Dream Train by Sherri Duskey Rinker

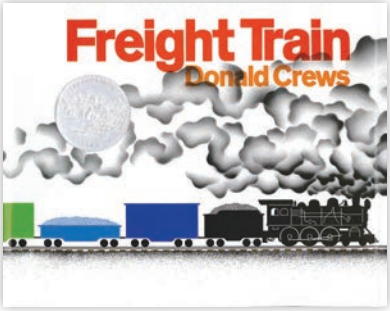
How to Train a Train by Jason Carter Eaton

BEGIN: We are learning about trains. Yesterday we talked about a train that carries people. It is called a passenger train.

EXPLAIN: Today we will talk about trains that move items. Items are carried in railroad cars. Each railroad car might carry a different kind of item.

ASK: What do we call a train that moves items? (a freight train)

EXPLAIN: [*Display book cover.*]



Today we will read a book about a freight train. The book will show us different kinds of railroad cars that might be part of a freight train. The title of the book is *Freight Train*. The author and illustrator is Donald Crews.

ACT: [*As you read the book, use your own words to describe illustrations.*]

EXPLAIN: Freight trains can have many railroad cars and carry a lot of items. Sometimes a freight train has more than one engine to help move it along the track.

[*Display picture of train with more than one engine.*]

ASK: How many engines does this train have?



Kabelleger/David Gubler/Wikimedia/(CC BY-SA 3.0)

[*Point to each engine as you lead children in counting.*]

EXPLAIN: We are going to make our own freight train book. Each of us can make a page for the book. You can decide which kind of railroad car you want to draw. You can also draw what your railroad car is carrying. We will put our pages together to make our own freight train book.

ACT: [*Invite children to draw a railroad car of their choice and include what the car is carrying. Encourage each child to tell you what the railroad car is carrying so you can add this information to their drawing. Some children may wish to write some or all of the key word(s) (with your support). Assemble the book and place it in a prominent location in the classroom.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 4

Exploring Where We Live *continued*

Social Studies

RECAP: Today we learned more about a freight train. We know that freight trains carry items from one place to another place. Some freight trains are so big they have more than one engine to pull it. We read a book about a freight train and then made our own book.

Scaffolding Tips

Extra support ■ As part of drawing a railroad car, some children may benefit from looking at one or more pages of the *Freight Train* book. Copying a picture is not encouraged. ■ At or near the conclusion of the book-making activity, offer a brief overview of what is being carried in the railroad cars drawn by children. Example: "Our railroad cars are carrying many different things. I see pictures of . . . ."

Enrichment ■ Engage children in a discussion of how the illustrator made the train look like it was going fast. Pertinent pages are toward the end of the book, beginning with the page that says "Moving." ■ Explain that a tunnel is an underground passageway.

Center Activity

Add geometric felt pieces (rectangles, squares, circles, triangles) to the flannel board area. Place a copy of the book *Freight Train* by the felt pieces. Encourage children to use felt pieces to create their own train on the flannel board. Encourage children to make a train by connecting different railroad cars.

Family Child Care

Invite children to create their own train with empty food boxes, craft rolls, and other scrap art materials. Ask children what they want to transport, and encourage them to create a train that would carry the thing they want.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

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 vegetables and how they are grown.

For Option 2

Key Concepts

Review: Vegetable

Materials Needed

Growing Vegetable Soup by Lois Ehlert

*6 pictures as shown

Also Promotes

Science

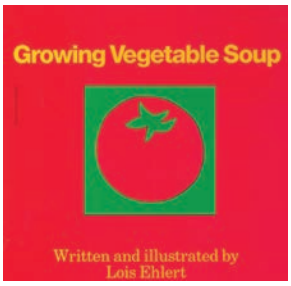
Language and Literacy

*Printables provided

Option 1: Offer the Week 19, Day 4 activity to review how food is grown on farms.

Option 2: Engage children in reading a book about vegetable soup and discussing whether familiar vegetables are grown above or under the ground.

Open the session by reminding children that vegetables (sometimes called veggies) are part of a plant that we can eat. Explain that our book today will tell how vegetables can be used to make a soup.



Introduce and read *Growing Vegetable Soup*, giving emphasis to above-ground and below-ground differences in where the edible part of a plant (the vegetable we eat) grows. Also remind children that we have talked about how plants and other living things need water, sun, and soil (dirt) to grow (Science Week 12, Day 3). Children may benefit from a brief description of what it means to weed a garden. Explain that weeds are plants that usually grow fast and can climb over or push out plants that we want to keep. We pull weeds out of the soil/dirt when we weed a garden.

After reading the book, display and describe six pictures of vegetables. Indicate whether the plant that produces the vegetable grows above or below ground. Sort the pictures into these two categories. The vegetables for this activity include the following:

- Carrot: below ground
- Potato: below ground
- Onion: below ground
- Green beans: above ground
- Corn: above ground
- Broccoli: above ground








Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

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 V.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter V 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 V card.*]

What is the name of this letter? What sound does the letter V make?

Letter V says /v/, just like in "vehicle." /v/, /v/, vehicle. Let's together say /v/, /v/, vehicle.



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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to make groups of 1–10 items.

For Option 2



Key Concepts

Review: Count



Materials Needed

Crayons—10 per child and adult

Small plates—1 per child

Option 1: Offer the Week 3, Day 1 activity to review forming groups of two and three.

Option 2: Engage children in making groups of "candles" (crayons) for pretend birthday cakes.

Give each child 10 crayons and one small plate. Explain that we will pretend the crayons are candles that each of us will put into groups for pretend birthday cakes. Our plate is a pretend cake. Demonstrate putting two crayons in a vertical (or horizontal) position on a plate. The group of two candles is for a child who is turning two years old.

Lead children in making a group of five candles on their plate for celebrating a five-year-old child's birthday. Repeat with a different number to reinforce children's understanding of how to make a group.

If children readily make groups you specify, add challenge by having children make a group of candles for any age they individually choose—up to 10 years. Invite each child to tell how many pretend candles they have put on their pretend cake. An additional option is to encourage children to pretend we are celebrating two children's birthdays at the same time. Each child wants his/her own cake. Specify ages of each child, or encourage children to do so. If a second plate is not available for each child, children can form a second group of crayons outside of the plate for the second pretend cake.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

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 different kinds of transportation.

Key Concepts

Review: Bus

Materials Needed

*8 pictures as shown

Class book made on Day 4

*Printables Provided

Optional Reading

Trainstop by Barbara Lehman

The Bicycle Man by Allen Say

BEGIN: We are learning about transportation. We know there are different ways to move from one place to another place.

EXPLAIN: A bus is one way people can move from one place to another place. A bus can carry lots of people from one place to another. We learned that there are different kinds of buses.



Bill McChesney/flickr/(CC BY 2.0)


Greg Goebel/flickr/(CC BY-SA 2.0)


NYC Dept of Trans/flickr/(CC BY-NC-ND 2.0)

ASK:

- What is one kind of bus we learned about? (school bus, touring bus, accessibility bus)

  [*Display picture of the bus a child names.*]

- What can you tell us about this bus?

EXPLAIN: We learned that tricycles and bicycles are other ways we can move from one place to another place.

ASK: [*Display pictures of tricycle and bicycle.*]

- A tricycle and a bicycle both have pedals. What part of our body do we use with pedals? (feet, legs)




Arun Katlyar/flickr/(CC BY-SA 2.0)

- A tricycle and a bicycle both have handlebars. What do we do with handlebars when we ride a tricycle or bicycle? (hold on with our hands, point to where we want to go)
- How are tricycles and bicycles different? (number of wheels, location of pedals)

  [*Display picture of motorcycle.*]

- How is a motorcycle different than a bicycle or tricycle? (it has a motor)


Open Threads/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: [*Display pictures of passenger and freight trains.*]

Trains are another kind of transportation. We talked about two different kinds of trains.

ASK:

- What can you tell us about a passenger train?
- What can you tell us about a freight train?


Steve Jones/flickr/(CC BY 2.0)


Ron Reiring/Wikimedia/(CC BY 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 5

Exploring Where We Live *continued*

Social Studies

EXPLAIN: [*Display classroom book prepared on Day 4.*]

Yesterday we made a book about a freight train. Each of us drew one kind of railroad car and included some items the car could carry.

Let's talk about some of the items and railroad cars shown in our class book.

ACT: [*Encourage children to describe what they see. It is not necessary for each page to be discussed or for each child to discuss his/her page.*]

RECAP: We are learning a lot about transportation. This week we talked about buses, bicycles, tricycles, motorcycles, and trains.

Scaffolding Tips

Extra support ■ If children have difficulty remembering a bus, display before the discussion pictures of the buses displayed on Day 2 and invite children to pick a bus for discussion.

Enrichment ■ In discussion of the class book, encourage children to think about the size of the train and whether the train would need more than one engine.

Center Activity

Provide materials for children to make a 3-D vehicle. Gather paper, glue, markers, scrap materials (including things that can be used as wheels) and encourage children to create an original vehicle.

Family Child Care

Invite children to show and tell about the class book with families or school-age children in your setting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 41

DAY 5

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand source(s) of milk.

For Option 2

Key Concepts

Review: Dairy

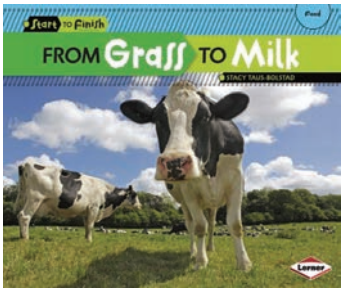
Materials Needed

From Grass to Milk (Start to Finish: Food) by Stacy Taus-Bolstad

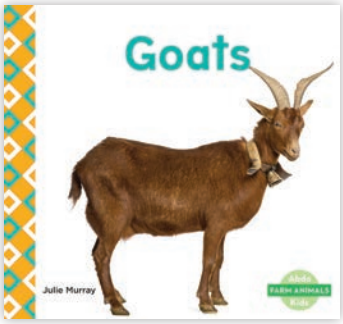
Goats (Farm Animals) by Julie Murray

Option 1: Offer the Week 19, Day 5 activity to review how cows are a source of milk.

Option 2: Support children in understanding that goats can be a source of milk.



Open the session by reminding children that most of the milk people drink comes from cows. Use illustrations in *From Grass to Milk (Start to Finish: Food)* to briefly review how milk from a cow is safe for us to drink and is brought to a store where it can be bought. Also remind (or ask) children that dairy foods, such as yogurt, come from milk.



Explain that some people cannot drink milk from cows. They need milk from a different animal. Display the cover of *Goats (Farm Animals)*. Explain that our book will tell us some things about goats. Point to pictured items that are described in the text, such as a goat's horns and beard. Invite children to say "bleat!" together. Point out that the pizza being eaten by the pictured boy has lots of cheese, which is a dairy food. Use pictures at the end of the book to discuss book information of interest to children, such as how milk can be taken from a goat, a goat's horns, and what grain looks like. Help children connect the topic of goats to their experiences and to prior attention to goats in your room.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42 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 the letters Z, Q, I, U and V (Days 1–5)

Mathematics

Counting Things

- Making groups of 1–4 items (Day 1)
- Identifying and remembering small quantities of items without counting (Day 2)
- Comparing groups of items and using number words (Days 3–5)

Self-Regulation

See Physical/Health

Social Studies

Exploring Where We Live

- Characteristics of passenger and cargo airplanes (Days 1, 5)
- Characteristics of medical and cargo helicopters (Days 2, 5)
- Characteristics of rowboats, sailboats, and motorboats (Days 3, 5)
- Characteristics of cruise ships and cargo ships (Days 4, 5)

Creative Expression

Doing Drama

- Using a finger puppet to tell a story (Day 1)
- Using a stick puppet to tell a story (Day 2)
- Selecting and using puppets to tell an original story (Day 3)

Physical/ Health

Staying Healthy and Safe

- Five different types of food that are healthy for us to eat (Day 4)
- Characteristics of rest, sleep, and bedtime routines (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

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 sound of letters I and V.

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Sentence

Materials Needed

*Letter I card

*Letter V 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.

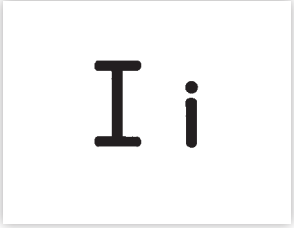
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

When we move, we will go to a new center.]

We want to find lowercase letter i in our sentence.

[*Display letter I card. Point to the lowercase i on the card.*

Encourage a volunteer child to look for and point to the lowercase letter i in the sentence as you display the letter I card.]



What sound does the letter I make?

Yes! Letter I says /i/. Let's together say the sound of the letter I: /i/.

[*Repeat the above procedure with the letter v.*]



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.*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

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?*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number Knowledge

Children will practice making groups of 2, 3, and 4 items.

For Option 2

Key Concepts

Review: Count
One more
Group of two
Group of three
Group of four

Materials Needed

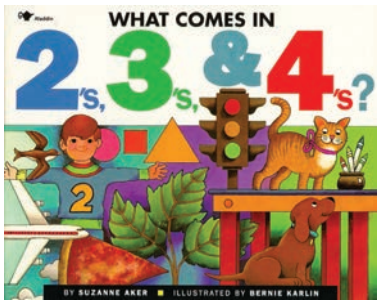
What Comes in 2's, 3's, & 4's? by Suzanne Aker

Also Promotes

Language/Literacy

Option 1: Offer the Week 3, Day 3 activity to review making groups of 1–4 items.

Option 2: Engage children in finding groups of 2, 3, and 4 items in your classroom as part of a book reading.



Introduce and read the book. After reading the book, talk with children about past or current classroom activities or features that connect to groupings of items described in the book. Example: mixing three colors of paints. Then invite approximately one-third of the children in your classroom to find or make a group of two items in your room. Invite each child to describe his/her grouping. Refer to book examples of a group of two items, if appropriate. Repeat this process with a different one-third of children in your room for a group of three items, and again with the last one-third of children in your room for a group of four items.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 1

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand basic characteristics of airplanes.

Key Concepts

New: Airplane
Runway
Passenger plane
Cargo plane

Materials Needed

*4 pictures as shown

*Printables provided

Optional Reading

Violet the Pilot by Steve Breen

Flying by Donald Crews

BEGIN: Today we will learn about airplanes. We know that airplanes move through the sky.

ASK: Have you ever flown in an airplane? What is it like?

Many things that fly have wings. Birds have wings. Many insects have wings.

EXPLAIN: An **airplane** has wings and an engine and flies through the air. Another word for airplane is plane. Airplanes can move people and things from one place to another place faster than cars and trucks.

Airplanes use runways for starting and stopping their trip. A **runway** is a long strip of land used by airplanes for taking off and landing. Large airports have many runways.

Different kinds of planes do different kinds of jobs. Last week we talked about passenger trains. The big job of a passenger train is to move people and their things from one place to another place.

[*Display picture of exterior of passenger plane. Point to wing and passenger windows when you describe each.*]



The **passenger plane** is made to carry people. This is a picture of a passenger plane. A passenger plane has the same job as a passenger train.

ASK: What do we see in this picture of a passenger plane? (wings, wheels, small windows)

EXPLAIN: [*Display picture of interior of passenger plane. Point to seats, storage area, windows, and aisle when you describe each.*]



Caribb/flickr/(CC BY-NC-ND 2.0)

A passenger plane has seats for people to sit in during their trip. There also are spaces for people to put bags and other things. People use seat belts to keep safe while riding in a passenger plane.

[*Display picture of exterior of cargo plane. Point to windowless sides of plane and window at front of plane when you describe each.*]



Bill Wilt/flickr/(CC BY-ND 2.0)

A **cargo plane** carries items from place to place. Some cargo planes can even carry a car or a truck.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

A cargo plane does not have windows on the sides of the plane. There are windows in the front of the plane for people who fly the plane.



Ryan Lackey/flickr/(CC BY 2.0)

[*Display picture of interior of cargo plane.*]

This is a picture of the inside of a cargo plane. The items it carries are tied down in the plane so they do not move around when the plane is moving.

[*Display two pictures side by side: exteriors of passenger plane and cargo plane.*]

Let's compare the passenger plane and the cargo plane.

ASK:

- What things are similar in these two airplanes? (wings, wheels, tail, window in front for pilots)
- What things are different in these two airplanes? (passenger plane has windows on sides)

RECAP: Airplanes carry people or items in the sky. There are different kinds of airplanes. A passenger plane carries people. A cargo plane carries things.

Scaffolding Tips

Extra support ■ In the discussion of runways and large airports, some children may benefit from a description of an airport. An airport has one or more runways for planes to use in taking off and landing. Most airports also have buildings for passengers to use and buildings where airplanes can be stored. ■ If a toy airplane is available in your classroom, invite a volunteer child to use the toy airplane to demonstrate taking off and landing on a pretend runway.

Enrichment ■ Invite children to think about the compound word "airplane." The word has two parts: "air" and "plane." What part of the word tells us where airplanes travel? (air) ■ Invite children to think of the kinds of items that can be carried in a cargo plane. Encourage children to look at the boxes in the picture of a cargo plane and imagine what might be in the boxes.

Center Activity

Place toy airplanes in the block center. Use masking tape to create a runway on the carpet or floor, similar to the example below.



Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Family Child Care

Encourage children to ask their family members about airplanes they have flown in. Invite family members to share their experiences with other children in your setting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 1

Doing Drama

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that finger puppets can be used to tell a story.

Key Concepts

New: Finger puppet

Review: Character
Puppet
Imitate

Materials Needed

**Goldilocks and the Three Bears* story

**Goldilocks and the Three Bears* finger puppets (see Be Prepared)

Also Promotes

Language/Literacy

Physical/Health

*Printables provided

Be Prepared: Cut out 3–4 sets of finger puppets from the provided template. Tape each puppet so it will fit around a child's finger. Each child will need one finger puppet.

Review or become familiar with the provided *Goldilocks and the Three Bears* story so you do not need to use a script.

BEGIN: We are learning some different ways to tell a story. Today we will talk about how to use puppets to tell a story.

We can use puppets as the characters in a story. We know a character is a person or an animal (or creature) in a story or book. We also know that a puppet is a kind of doll that we make move.

EXPLAIN: A while ago we heard the story *Goldilocks and the Three Bears*. There is a Papa Bear, a Mother Bear, and a Baby Bear in the story. We pretended to imitate the voices of the three bears. We know that imitate means to sound like or look like someone or something else. We tried to make our voices sound like the voices of the three bears.

ACT: Let's imitate the three voices again. First, let's say "I'm Papa Bear" using the voice of a Papa Bear.

[*Lead children in using a deep, Papa Bear voice. Then support children in using Mother Bear ("I'm Mother Bear") and Baby Bear ("I'm Baby Bear") voices.*]

EXPLAIN: We are going to use puppets to tell the story of *Goldilocks and the Three Bears*. We will use our voices and a special kind of puppet (called a finger puppet) to help us act out the story.

[*Display character finger puppets.*]

A **finger puppet** is a puppet that we put on our finger.



[*Place a finger puppet on your finger.*]

We will use the finger puppets and our voices as I read the story. Let me show you.

[*Read a small section of the story while using a finger puppet and the voice for the character.*]

I moved my finger puppet of (character name) and used my voice to sound like (character name) when I told the story.

Now we will try it together.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 1

Doing Drama *continued*

Creative Expression

ACT: [*Invite children to choose one finger puppet character and place it on their finger.*]

When we read the story, we can move our finger puppets and change our voices to pretend the characters are talking.

[*Encourage each child to use his/her finger puppet character as you tell the story. As you come to a part of the story where a character speaks, encourage children with a finger puppet for that character to hold up their finger puppet and say the line while changing their voice to sound like the character.*]

RECAP: We can use puppets to be the characters in a story. There are many different kinds of puppets. Today we used finger puppets to talk and move like the characters in the story *Goldilocks and the Three Bears*.

Scaffolding Tips

Extra support ■ Encourage children who do not wish to use a finger puppet to simply hold a puppet and listen to the story. They may watch the performers as they speak or make the voice of the character they are holding.

Enrichment ■ Invite children to play more than one character by encouraging them to choose two different finger puppets, one for each hand.

Center Activity

Provide paper, crayons, scissors, and tape. Encourage children to make their own finger puppets for the characters in *Goldilocks and the Three Bears*. Invite children to retell the story using their own finger puppets, or make up a story with a new plot!

Family Child Care

Identify other familiar and favorite stories. Provide materials for children to make finger puppets for the characters in these stories.

Source of *Goldilocks and the Three Bears*: Hassall, J. (1904). *The old nursery stories and rhymes*. London: Blackie and Son.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

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 Z, Q, I, U, and V.

Key Concepts

Review: Letter

Materials Needed

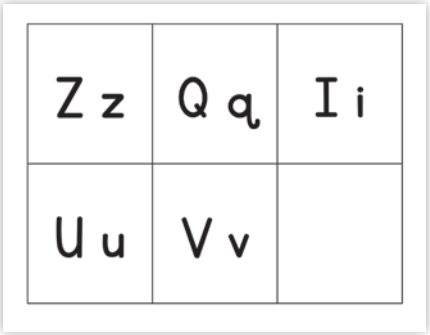
*Letter mats (Z, Q, I, U, V)—1 per child
*Letter Z card
*Letter Q card
*Letter I card
*Letter U card
*Letter V card

*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 Z, Q, I, U, and V.

[*Display letter cards Z, Q, I, U, and V. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase I, and this is a lowercase i." 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.

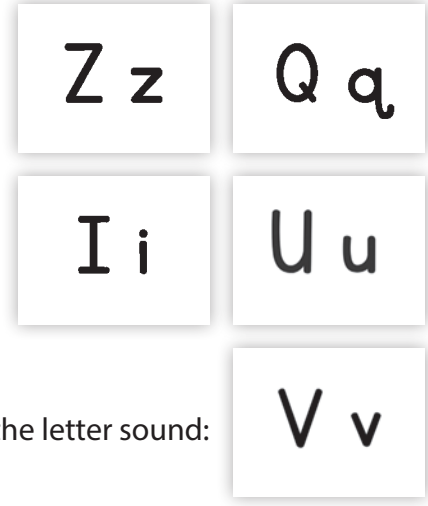


[*Display letter mat.*]

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 Z card.*]

Let's find this letter on our letter mat.

[*Lead children in looking for, pointing to, and saying letter Z on their letter mat. Explain how you found the letter Z. Example: "This letter has a straight line across, a slanted line down, and then another line across. It looks just like the uppercase letter on our letter card."*]

The letter Z says /z/. Let's together say the letter sound: /z/.

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.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 2

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we learned more about letters Z, Q, I, U, and V. 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 a tall straight line down, a line across the top, and a line across the bottom. Can you find a letter like this one?"

Enrichment ■ Ask children to describe how they know the letter they point to on their mat is the same letter as the uppercase letter on the letter card. Example: "This letter has a straight line down and a straight line up, just like the uppercase letter on the letter card."

Center Activity

Provide two sets of *small letter cards Z, Q, I, U, and V. Invite children to mix up the cards and place them face down. Encourage children to play a memory game by taking turns to turn over two cards to see if they are a match.

*Printables provided

Family Child Care

Hang *letter cards Z, Q, I, U, and V in random order on a wall. Dim or turn off lights and ask children to use a flashlight to find a letter you say. Example: "Cole, can you use the flashlight to find the letter U on our wall?"

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will practice identifying and briefly remembering small quantities.

For Option 2



Key Concepts

Review: Count



Materials Needed

8 toys similar in size

2 small blankets or towels

Option 1: Offer the Week 6, Day 2 activity to review identifying and briefly remembering quantities.

Option 2: Engage children in identifying the total number of items in two groups without counting.

In advance of the session, place two separate groups of 1–3 small toys on a table, and cover each with a blanket. Open the session by reminding children that we are learning how to look at a group of items and know how many there are without counting. Today we will look at two groups of items and tell how many items there are in both groups without counting.

Briefly remove the blankets and encourage children to look at each group. Then cover both groups of items and ask children how many items there were altogether (both groups). Do not comment on the accuracy of their responses. Then uncover both groups of items and support children in counting the total number of items (both groups together). Demonstrate counting on. If combining items in both groups is too challenging initially, encourage children to count the number of items in each group and then count all items together. Emphasize we are adding items in the two groups. Repeat this procedure with different numbers of items in each group. Do not exceed eight items all together.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 2

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand basic characteristics of helicopters.

Key Concepts

New: Helicopter
Medical helicopter
Cargo helicopter

Materials Needed

- Toy train
- Toy car
- Toy airplane
- Toy helicopter
- People figures
- *3 pictures as shown

*Printables provided

Be Prepared: Arrange blocks in vertical position and random order to represent a forest. Include several clearings. See picture in activity plan. Several volunteer children may wish to help you arrange the pretend forest.



BEGIN: [*Arrange children in an area where they can see the block arrangement.*]

Let's pretend our blocks are a forest full of trees. I am going to tell you a story about what happened one day in our pretend forest.

[*Move people figures, if available, within the forest as you tell the story.*]

EXPLAIN: One day Alexander and his family went on a hike in a forest. They saw and heard different kinds of birds that live in the forest. They also saw deer behind some trees.

The family was walking down a steep hill in the middle of the forest. Suddenly Alexander slipped and fell down part of the hill. Alexander did not hit his head when he fell, but he hurt his leg and could not walk. It was too far for the family to carry Alexander out of the forest. The family needed help getting Alexander to a hospital where his leg could be fixed.

Alexander's mom called the police for help. The police officer said they would come to get Alexander out of the forest.

Let's think about what type of transportation could get into the forest to pick up Alexander.

ASK: [*Display toy train.*]

- Do you think a train could move in the forest to get Alexander?
- Why not? (no railroad tracks)

[*Display a toy car.*]

- Do you think a car could move in the forest to get Alexander?
- Why not? (no roads)

[*Display a toy airplane.*]

- Do you think an airplane could get into the forest to get Alexander?
- Why not? (no runway; no clear, long space for airplane to land)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

[*Display a toy helicopter.*]

- Do you think a helicopter could move in the forest to pick up Alexander?
- Why?

EXPLAIN: [*Display picture of medical helicopter. Point to blades when you describe them.*]

A **helicopter** is a machine with blades on top. A helicopter moves in the air when the blades spin fast. An engine inside the helicopter turns the blades. A pilot controls how the helicopter moves.



Alex Lesis/flickr/(CC BY-NC-ND 2.0)

When a helicopter takes off, it lifts straight up in the air. A helicopter moves people or things from one place to another place.

ACT: [*Move the toy helicopter over the pretend forest and land it (moving straight down) in one of the clearings in the forest. Then show how the helicopter can move straight up from this spot in the pretend forest. Explain this is how they can get Alexander and take him to a hospital.*]

ASK: Have you ever seen a helicopter? Tell us about it.

EXPLAIN: [*Display again the picture of medical helicopter in air.*]

There are different kinds of helicopters. The helicopter in our picture is called a medical helicopter. This is the kind of helicopter that would move Alexander from the forest to a hospital. A **medical helicopter** is used to help people who are sick or hurt.

A medical helicopter goes to a place where an accident happened and takes someone who is hurt to a hospital. A medical helicopter has a special bed and equipment to help care for a person who is hurt or sick. There are people on the helicopter who know how to take care of someone who is sick or hurt.



[*Display picture of workers putting a hurt person on a medical helicopter.*]

This picture shows people at a place where an accident has happened. They are putting a person who is hurt on the helicopter.

[*Display picture of cargo helicopter.*]



DVIDSHUB/flickr/(CC BY 2.0)

This picture shows another kind of helicopter. The helicopter in our picture carries items from one place to another place. It is called a **cargo helicopter**. Cargo

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

helicopters can carry small things or large, heavy things. Items can be carried inside the helicopter or below the helicopter.

[*Point to items being carried below the helicopter.*]

Let's imagine our pretend forest has a big fire. Firefighters are working hard to stop the fire. They need special tools to help them fight the fire.

ASK: How could a cargo helicopter get special tools to the firefighters? (carry tools in a box outside of the helicopter to place on the ground)

RECAP: Helicopters can go where other kinds of transportation cannot go. Remember, many forms of transportation cannot get into a forest to pick up someone when they are hurt. Each kind of helicopter does a special job. A medical helicopter takes people like Alexander, who are hurt or sick, to a hospital. A cargo helicopter carries items from one place to another place.

Scaffolding Tips

Extra support ■ Explain that a hike is a long walk. ■ Use pictures of the forms of transportation (introduced in prior sessions) that cannot reach Alexander, if the toy items do not seem sufficiently clear to children, or the toy vehicles involved in the story are not available.

Enrichment ■ Explain that the blades are called rotor blades. ■ Invite children to think about more ways helicopters might be used. Emphasize that helicopters can go places where other kinds of transportation cannot go.

Center Activity

During outside play, encourage children to pretend to be an airplane or a helicopter. If children pretend to be an airplane, encourage them to identify the runway for takeoff and landing. Remind children of the importance of a plane's wings. If children pretend to be a helicopter, encourage them to think about how they might take off straight up into the air. Remind children of the importance of a helicopter's blades.

Family Child Care

If there are helicopters near your setting, arrange for a short field trip to the place where the helicopters are kept.

Elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 2

Doing Drama

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that stick puppets can be used to tell a story.

Key Concepts

New: Stick puppet

Materials Needed

**Goldilocks and the Three Bears* story

**Goldilocks and the Three Bears* stick puppets (see Be Prepared)

Large craft sticks (see Be Prepared)

Also Promotes

Language/Literacy

Physical/Health

*Printables provided

Be Prepared: Prepare 3–4 sets of stick puppets from the provided template. Cut out characters and glue or tape them to large craft sticks. Each child will need one stick puppet.

BEGIN: Yesterday we read the story of *Goldilocks and the Three Bears* and used finger puppets to pretend to be the characters in the story.

EXPLAIN: Today we will use a different kind of puppet to tell the same story. We will use stick puppets. A **stick puppet** is a puppet that is on a small stick. We will use our hands to move the puppets. Let me show you.

[*Display a stick puppet. Read a small section of the story while using the stick puppet and the voice for the character.*]



I moved my stick puppet of (character name) and used my voice to sound like (character name) when I read the story.

Now we will try it together.

[*Invite children to choose one stick puppet character.*]

When I read the story, we can move our stick puppets and change our voices to pretend like the characters are talking.



ACT: [*Encourage each child to use his/her stick puppet character as you tell the story. As you come to a part of the story where a character speaks, encourage children with a stick puppet for that character to hold up their stick puppet and say the line while changing their voice to sound like the character.*]

RECAP: Today we used stick puppets to tell the story of *Goldilocks and the Three Bears*. Yesterday we used finger puppets to tell the same story. Which type of puppet did you like the best? Why?

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Doing Drama *continued*

Creative Expression

Scaffolding Tips

Extra support ■ Encourage children who do not wish to use a stick puppet to simply hold a puppet and listen to the story. They may watch the performers as they speak or make the voice of the character they are holding.

Enrichment ■ Explain that we can use a stick puppet without using our voice. Tell a small segment of the story that involves character actions, and invite children to do the actions by moving their stick puppets. ■ Invite children to play more than one character by inviting them to choose two different stick puppets, one for each hand. Invite children to act out both characters in the story with the stick puppets.

Center Activity

Provide materials for children to create their own stick puppets. Materials might include simple circle shapes or body shapes.

Family Child Care

Consider inviting someone to your setting who performs with puppets or take children to a puppet show in your community. Encourage children to ask questions about the different kinds of puppets the performer may use and how the performer moves the puppets.

Source of *Goldilocks and the Three Bears*: Hassall, J. (1904). *The old nursery stories and rhymes*. London: Blackie and Son.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

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 Q and Z.

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

*Letter Q card

*Letter Z 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 letters we know by looking for them in a sentence. When we find the letters, we will also say the sound the letters make.

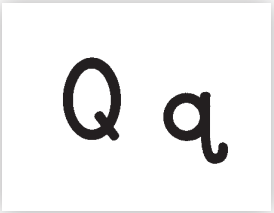
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

The train took us quickly to the zoo.]

We want to find the lowercase letter q in our sentence.

[*Display letter Q card. Point to the lowercase q on the card.*

Encourage a volunteer child to look for and point to the lowercase letter q in the sentence as you display the letter Q card.]



What sound does the letter Q make?

Yes! Letter Q says /q/. Let's together say the sound of the letter Q: /q/.

[*Repeat the above procedure with the letter z.*]



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.*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

- *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?"*
  - *"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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number Knowledge

Children will practice making groups of items and using number words.

For Option 2

Key Concepts

Review: More
Equal

Materials Needed

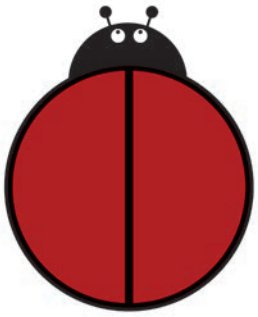
*Ladybug picture—1 per pair of children

Die—1 per pair of children

Counters—12 per pair of children

*Printables provided

Option 1: Offer the Week 3, Day 4 "monster head" activity to review the concept of more. The activity will also review how to connect number words to the quantities they represent.



Option 2: Engage pairs of children in a ladybug activity that involves making and comparing two groups of items.

Invite children to play a game with a ladybug. Display ladybug picture. Point to and describe how the line down the middle of the ladybug provides two sides. We will work with a partner to roll a die and put counters (circles) on each side of the ladybug. Then we will decide which side has more. Remind children that when something has more, it has a larger or bigger number of something. Also remind children that equal means things are the same.

Encourage children to watch you and a volunteer child demonstrate how to play the game. Place 12 counters in front of you and the volunteer child. Invite the volunteer child to roll the die and count aloud the dots on top of the die. Encourage the child to place a group of counters on one side of the ladybug that is equal to the dots on the die. Then you roll the die and count aloud the dots on top of the die. Place a group of counters on the other side of the ladybug that is equal to the dots on the die. Invite the volunteer child to point to the group that has more. Ask all children how the volunteer child knew which group had more.

Arrange children in pairs. Give each pair of children a ladybug picture, a die, and counters. Encourage children to play the game described above. After each child in the pair has placed his/her group of counters on the ladybug, encourage the pair to point to the group of counters that has more. If both groups of counters are equal, encourage children to point to both sides of the ladybug. Invite each pair of children to remove their counters and play the game again.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 3

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand basic characteristics of boats.

Key Concepts

New: Boat
Oar
Rowing
Sail
Motorboat

Materials Needed

Toy boat

*3 pictures as shown

*Printables provided

Optional Reading

Who Sank the Boat? by Pamela Allen

Toy Boat by Loren Long

Sail Away by Donald Crews

BEGIN: We are learning about different kinds of transportation. We know about transportation that moves on land. We also know about transportation that moves in the sky. What did we talk about yesterday that moves in the sky? (helicopter)

EXPLAIN: Today we will talk about boats.

[*Display toy boat.*]

ASK:

- Have you ever seen or been in a boat? Or maybe played with a toy boat in the water?
- What did you do?

[*Encourage a brief discussion of children's experiences with boats.*]

EXPLAIN: A **boat** is a kind of transportation that moves on water. Boats can carry people and take items from place to place.

Let's look at some pictures of different types of boats.

[*Display picture of a rowboat. Point to oars when you describe them.*]



studio curve/flickr/(CC BY-NC-ND 2.0)

This is a rowboat. People use two oars to move a rowboat across the water. An **oar** is a long pole with a flat part on the end. The flat part goes in the water.

The rowboat moves forward when a person pulls the oars. Pulling on the oars is called **rowing**.

A rowboat can be used for fun on a river or lake. Some people use a rowboat to go fishing. Oceans are too big for a rowboat.

ACT: Let's pretend we are rowing a boat.

[*Demonstrate and lead children in pretending to row. Remember to sit with your back to children so they can see your rowing action.*

While children are engaged in rowing actions, sing the song "Row, Row, Row Your Boat." Invite children to sing with you.]

EXPLAIN: [*Display picture of sailboat. Point to sail when you describe it.*]



Robbie Sproule/flickr/(CC BY 2.0)

This picture shows a sailboat. Wind moves a sailboat through the water. The boat's **sail**

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

is a strong piece of cloth or vinyl that catches the wind. A sailboat needs wind to move.

[*Display picture of motorboat. Point to motor when you describe it.*]



This is a picture of a motorboat. A **motorboat** has a motor (or engine) that moves the boat through the water. The motor is attached to the back of the boat in this picture. Sometimes the motor can be found inside a motorboat.

RECAP: A boat is a kind of transportation that moves on water. Boats can carry people and take items from place to place. There are different kinds of boats. Boats can be moved forward by oars, sails, and motors.

Scaffolding Tips

Extra support ■ Use the land, water, and air transportation chart developed for Week 41, Day 2 to help children orient to today's topic at the beginning of the activity, if appropriate. ■ Explain that "go fishing" means to try to catch fish in the water.

Enrichment ■ Explain that "rowboat" is a compound word. Invite children to say the two parts of the word "row-boat."

Center Activity

Provide props for children to pretend to take a trip on a plane or an outing on a rowboat. Examples: Use chairs for seats, and cloth bags for suitcases. Use pretend fishing poles, life jackets, oars, and tickets if some children are familiar with fishing.

Family Child Care

Invite pairs of children to pretend they are in a rowboat. Encourage them to take turns rowing the boat.

Elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 3

Doing Drama

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will use puppets to tell an original story.

Key Concepts

Review: Finger puppet
Stick puppet
Character
Plot

Materials Needed

Puppets—1 per child

Chart paper

Marker

Also Promotes

Language/Literacy

Be Prepared: Gather together puppets in the classroom. If you have a large number of puppets in your classroom, select puppets that would support a specific story line to be developed during the activity.

BEGIN: We are having fun telling stories with different kinds of puppets. We have used different kinds of puppets to tell the same story. We have used finger puppets and stick puppets.

- What is a finger puppet? (a puppet that we put on our finger)
- What is a stick puppet? (a puppet that is on a small stick)

EXPLAIN: Today we will use puppets to make up our own story.

[*Display puppets.*]

I have gathered all (some) of the puppets in our classroom. Let's identify some of our puppets.

ACT: [*Encourage children to identify available puppets. Example: "Is this a cow puppet or a pig puppet?"*]

Which puppets do we want to use to tell a story today? We will make up our own story.

[*Help children decide which puppets to use to tell a story. Each child should choose one puppet.*]

Now let's make up a story that involves the puppets we have selected. The puppets will be the characters in our story. We know a character is a person or an animal (or creature) in a story or book.

[*Use questions, such as the following, to help children create a short story. Use the chart paper to write children's ideas. Remind children that a story has a plot. A plot is the order of events that happen in a story. Ensure the story includes each puppet character.*]

- What will our story be about?
- What will happen first in our story?
- What will happen next?
- How does our story end?

I am going to tell our story. We can use our puppets to act out the story as I tell it. We can move our puppets as I tell the story and make them talk.

[*Tell the story based on the ideas children provided. Add details to the story as necessary. Example: If children provided the idea of a duck walking to the barn and then taking a nap, include details about what the duck*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Doing Drama *continued*

Creative Expression

saw on the way there. Encourage children to use the puppets to act out the story and to make their puppets talk. Example: "The little duck decided to take a walk by the pigpen. When the duck got there, it said ___ (encourage child with the duck puppet to use his/her voice to say what he/she thinks the duck may have said to the pigs)."]

RECAP: Today we selected some puppets and made up a story. The puppets were the characters in our story. Our story had a plot. Events happened in a specific order in our story. We moved our puppets and made them talk during our story. What do you think was the best part of our story?

Scaffolding Tips

Extra support ■ Invite children who do not wish to move their puppet as part of the story to pretend their puppet is watching and listening to the story. Maybe their puppet would like to clap (offer an applause) at the end of the story.

Enrichment ■ If time permits, invite children to think of a different version of the story or a minor change in the story.

Center Activity

Place classroom puppets in a basket. Encourage children to use the puppets to create their own stories.

Family Child Care

Invite children to use different kinds of puppets to act out more stories.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

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 Z, Q, I, U, and V.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (Z, Q, I, U, and V)—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 Z, Q, I, U, and V in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

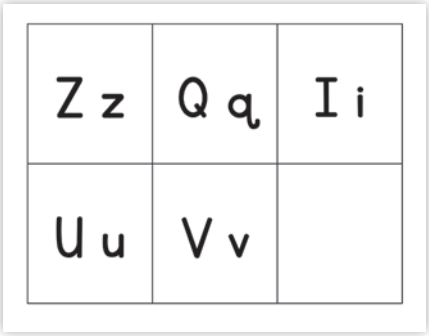
BEGIN: On Day 2 we matched letters on letter cards to letters on our letter mats. Today we are going to match letters again.

What is a letter? (a special mark used to make words)

EXPLAIN: [*Display letter manipulatives.*]

Each of us will use uppercase letters Z, Q, I, U, and V 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 Z on the letter mat.*]

This is the letter Z. Let's together say its name.

The letter Z makes the sound /z/, like at the beginning of the word "zigzag." Let's together say the sound of letter Z: /z/.

Now we want to find the letter Z in our cup.

[*Help children find the letter Z manipulative, if necessary.*]

Now let's place the letter Z on our letter mat.

[*Place the letter Z manipulative on top of the letter Z on the letter mat.*]

Let's try another letter!

[*Point to letter Q 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,*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Letters *continued*

encourage children to find the letter Q manipulative and place it on the letter Q on the letter mat. Continue until you have said the name, sound, and matched each letter on the letter mat in order.]

RECAP: Today we learned more about letters Z, Q, I, U, and V. 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 Q. It has a curved line that goes all the way around and a small straight line."

Enrichment ■ If children are familiar with letter names and sounds, invite them to lead the group in saying each letter name and sound. ■ Invite children to say a word that begins with the letter after the letter manipulative is placed on the mat. ■ Encourage children to find a letter when the only clue you provide is the sound. Example: "The letter I am looking for makes the /v/ sound like in the word 'vehicle.'"

Center Activity

Play a letter toss game. Tape *small letter cards Z, Q, I, U, and V in random order on the floor. Provide a beanbag for children to gently toss to a letter card.

*Printables provided

Family Child Care

Review letters with *picture cards and letter manipulatives. Provide picture cards that correspond to each letter on the letter mat. Example: Letter "Z" picture cards include zebra, zipper, zoo, and zucchini. Mix up picture cards and invite a child to choose a picture card. Encourage the child to say the name of the picture card. Then say "A ___ begins with the sound /__/." Invite the child to then find the letter manipulative that makes the same sound.

*Printables provided

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will compare two groups of items by using the concepts of equal, more, and fewer.

For Option 2



Key Concepts

Review: Equal
More
Fewer



Materials Needed

2 large dice

Option 1: Offer the Week 6, Day 4 activity to review the use of "more" and "fewer" when comparing two groups.

Option 2: Support children in comparing the number of dots at the top of two large dice.

Open the session by rolling two large dice. Lead children in counting the number of dots on the top of each die. Restate each number. Then ask which die has more dots. Roll the large dice again and lead children in counting the number of dots on the top of each die. Restate each number. Then ask which die has fewer dots. Finally, place the dice on the table or floor with the same number of dots on the top of each die. State the number of dots on each. Ask children what word means our two dice show the same number of dots. (equal)

Invite two children to roll the large dice (one die each). Encourage each child to count the dots on his/her die and say again the number. Ask the two children whether their dice are equal in the number of dots. If not, then encourage the two children to point to the die that has more dots. Repeat this procedure with a different pair of children. After asking whether the dice are equal, encourage the two children to point to the die which has fewer dots. Across pairs of children, alternate asking which die has more or fewer.

When the dice are not equal in number, add challenge by asking how many more dots the die with fewer dots would need to be equal to the other die.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

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 basic characteristics of ships.

Key Concepts

New: Ocean
Ship
Cruise ship
Lifeboat
Cargo ship

Materials Needed

Globe

*4 pictures as shown

*Printables provided

Optional Reading

Boats by Anne Rockwell

The Boat Alphabet Book by Jerry Pallotta

Harbor by Donald Crews

BEGIN: [*Display globe. Point to an ocean as you describe it.*]

An **ocean** is a very big area of water. Let's pretend that we want to move across the water from one side of the ocean to the other side of the ocean. It is a very long trip.

[*Display pictures of rowboat and motorboat.*]



studio curve/flickr/(CC BY-NC-ND 2.0)



ASK:

- Do you think we could use a rowboat to move from one side of the ocean to the other side of the ocean?
- Do you think we could use a motorboat to move from one side of the ocean to the other side of the ocean?

EXPLAIN: A rowboat and a motorboat are too small to use on an ocean. We can use a ship to move across the ocean.

A **ship** is a very big boat used to travel long distances over the water. Ships have engines that move them through the water.

There are different kinds of ships. Each one has a special job to do.

[*Display picture of cruise ship. Point to lifeboats when you describe them.*]



Pete Markham/flickr/(CC BY-SA 2.0)

This is a cruise ship. A **cruise ship** carries many people and their things long distances across the water. Cruise ships are made for people to have fun. Cruise ships usually have playgrounds, swimming pools, and places for people to eat.

[*Point to lifeboats on the side of the cruise ship.*]

These are called lifeboats. A **lifeboat** is used if the ship has an emergency and people need to leave the ship. Lifeboats take people from the ship to a safe place.

ASK:

- Do you think it would be fun to go on a cruise ship?
- What kinds of things would you want to do on a cruise ship?



cuxclipper/flickr/(CC BY 2.0)

EXPLAIN: [*Display picture of cargo ship. Point to cargo as you describe it.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 4

Exploring Where We Live *continued*

Social Studies

This is a picture of a cargo ship. A **cargo ship** carries items a long distance across an ocean or other big area of water. Cargo ships can carry items on top of the ship or inside the ship.

RECAP: A ship is a very big boat used to travel long distances over the water. Ships move across oceans or other big areas of water. Cruise ships are made for people to have fun. A cargo ship is made to move items across the water.

Scaffolding Tips

Extra support ■ Children may benefit from a brief reminder that a globe is a round map of the earth. (See Science Week 38, Day 1)

Enrichment ■ Help children understand that cruise ships are tall by identifying something tall in children's surroundings. Example: If there is a nearby water tower, explain that a cruise ship is as tall as two water towers put on top of each other. Take children outside to look at the height if the comparison item is nearby. (Water towers are normally 130 feet tall. Cruise ships are about 230–260 feet tall.)

Center Activity

Take small transportation vehicles outside for use in a sandbox or other designated area. Invite children to create roads and runways for the vehicles.

Family Child Care

Provide toy boats/ships and water. Encourage children to use words they have learned to describe their play. Use the following prompts to encourage/support their play: "Are you playing with a ship or a boat?" "Where is your ship/boat taking you?" "What is your ship/boat carrying?"

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 4

Staying Healthy and Safe

Physical/ Health

UPDATE: The book used in Option 2 may be challenging to secure. Option 3 is an alternative activity focused on the same learning goal.

3-5 YEARS

Large Group

Skill and Goal

Good health practices
Children will broaden their understanding of types of foods that are healthy to eat.

Key Concepts

Options 2 and 3

Review: Fruit
Vegetable
Grain
Protein
Dairy

Materials Needed

Option 2

Using MyPlate (Healthy Eating with MyPlate) by Rebecca Rissman

Option 3

2 full-size plates (see Be Prepared)

*25 picture cards used in Week 20, Day 5 or play food items (See Be Prepared)

*Printables provided

Revised 6/30/2023

Option 1: Offer the Week 20, Day 4 activity to review types of healthy foods.

Option 2: Support children in identifying food items displayed in a book organized by types of food.



Introduce and read *Using MyPlate (Healthy Eating with MyPlate)*. Pause on the pages listed below to invite children to identify types of food they recognize. Also provide an opportunity for children to say the name of a similar food not shown on the book pages. Example: "Is there another vegetable you know that is not shown in our book?"

- Vegetables (pp. 10–11)
- Fruits (pp. 12–13)
- Foods made with grain (pp. 14–15)
- Protein (pp. 16–17) Some children may not recognize raw meat. Explain that this is what some meats look like before they are cooked.
- Dairy foods (pp. 18–19)

Option 3: Engage children in selecting healthy food from five food groups for pretend lunches for two different children.

Be Prepared: Two full-size plates used by children at your center are preferable. Plates should be the same size. Set the two plates on a low table or small mat that easily accommodates side-by-side plates. Set aside the picture card that shows jam. It is not used in this activity because it is high in added sugars. Organize the remaining 25 color-coded cards into five types of food (five cards each): vegetables, fruits, grains, protein, and dairy. If available, play food items that correspond to the picture card foods may be used instead of the cards.

Invite children to sit in a circle around the low table or mat so all children can see.

Open the gathering by reminding children that we know a lot about different types of food that are healthy for us to eat. Example: "Today let's put together pretend lunches for two children. Deciding what to include in each lunch will help us remember what we know about good food. We have picture cards that show five different types of food." Show and name some examples. Help children think about imaginary children for this activity. Example: "We have one plate for

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Staying Healthy and Safe *continued*

each of our two pretend children. Let's have one pretend girl and one pretend boy. What should we call each imaginary child?" Avoid names that are the same as children in your room.

Ask children whether they think our two pretend children will want to eat the same thing. Encourage discussion of differences in food preferences. Example: "Is it okay for two children to like different types of food? Why?"



Begin food selection with vegetables. Remind children that we talked about vegetables last week (Week 41, Day 4). Show and name each of the five vegetable picture cards. Place each card with picture face up near the two plates. Invite children to select a vegetable for one of the pretend children. Use the selected name of the pretend child. Place (or invite a child to place) the corresponding picture card on the plate. Repeat the name of the vegetable. Then encourage children to select a different vegetable for the second pretend child. Use the selected name of the second pretend child. Use the same procedure for placing the picture card on the second plate and repeating its name.

Continue this process with the remaining four food groups, one group at a time. Emphasize that we are putting together two different types of lunches. If some children do not recognize pictures of raw meat, explain that this is what some meats look like before they are cooked. The discussion of dairy food might benefit from a reminder of last week's attention to how most milk we drink comes from cows (Week 41, Day 5).

End the session by inviting children to remind us what we included in each pretend child's lunch. Review one plate at a time. You may wish to point to each picture card or invite a child to point to each picture as it is named. Then ask whether one of our pretend lunches is healthier than the other. Emphasize that each lunch is healthy because it has food from each of the types of food that is good for us to eat.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

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 U.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter U 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:*

Our body needs food in order to live.]

We want to find lowercase letter u in our sentence.

[*Display letter card U. Point to the lowercase u on the card.*

Encourage a volunteer child to look for and point to the lowercase letter u in the sentence as you display the U letter card.]



What sound does the letter U make?

Yes! Letter U says /u/. Let's together say the sound of the letter U: /u/.

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:*

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

- *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.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number Knowledge

Children will deepen their understanding of "equal," "more," and "fewer" when comparing two groups of items.

For Option 2

Key Concepts

Review: Equal
More
Fewer

Materials Needed

Identical counters—7 per child

Die

Option 1: Offer the Week 6, Day 5 activity to review counting and comparing quantities of two groups.

Option 2: Engage children in making a group that has more or fewer counters (circles) than the number on the top of a rolled die.

Give each child seven counters. Roll the die and invite a volunteer child to count aloud the dots on top of the die. Invite children to each make a group of counters equal to the amount of dots on top of the die. Remind children that equal groups have the same amount.

Explain that now we will make a group that has more or fewer counters than the number on the top of a die that you will roll. Demonstrate by rolling the die and leading children in counting the number of dots on the top of the die. Then make a group that has more counters than the number at the top of the die. The task is to make a group that has more; the actual number of counters in the group could be one or two more than the number on the rolled die. Example: Form a group of four counters for a rolled die that shows two dots.

Provide several rounds of practice in forming a group that has more counters than the number on the top of the rolled die. With each die roll, lead children in counting the number of dots on the top. Restate the number.

Then provide several rounds of practice in forming a group that has fewer counters than the number on the rolled die.

If children's interest and time permit, continue rolling the die and inviting children to alternate between making a group that has more and making a group that has fewer than the number of dots rolled.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

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 airplanes, helicopters, boats, and ships.

Key Concepts

Review: Medical helicopter

Materials Needed

*7 pictures as shown

Toy airplane (see Extra Support tip)

Toy helicopter (see Extra Support tip)

*Printables Provided

BEGIN: We are learning about transportation that moves in the sky and in water. This week we talked about airplanes, helicopters, boats, and ships. Each kind of transportation does a special job.

EXPLAIN: [*Display side-by-side pictures of a cargo ship, cargo plane interior, and cargo helicopter.*]

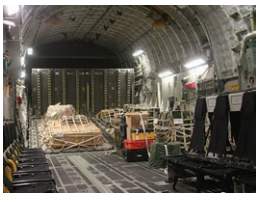


cuxclipper/flickr/(CC BY 2.0)

We know that some kinds of transportation carry items from place to place.

ASK:

- What kinds of transportation are shown in our pictures? (cargo ship, cargo plane, cargo helicopter)
- How does a ship move from place to place? (on the water)
- How do a cargo plane and a cargo helicopter move from place to place? (in the air)



Ryan Lackey/flickr/(CC BY 2.0)



DVIDSHUB/flickr/(CC BY 2.0)

EXPLAIN: [*Display side by side the pictures of a cruise ship and rowboat.*]

Many kinds of transportation carry people and their things from one place to another place. Some transportation is used for having fun. Here are pictures of a cruise ship and a rowboat.



Pete Markham/flickr/(CC BY-SA 2.0)

ASK:

- What are some fun things we could do on a cruise ship? (swim in a pool, play games, eat)
- How could a rowboat be used for doing something fun? (moving around a lake or river, going fishing)



studio curve/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: [*Display side by side the pictures of a passenger plane and medical helicopter.*]

We are learning that different kinds of transportation go to different places. Here is a picture of a passenger plane and a medical helicopter. Remember, a medical helicopter takes people who are sick or hurt to a hospital.





Alex Lesis/flickr/(CC BY-NC-ND 2.0)

We heard a story about Alexander going on a hike with his family and hurting his leg when he slipped and fell.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

ASK:
- Could the airplane shown in our picture go to the forest to get Alexander after he fell? (no)
- Why not? (airplanes need runways; no runway in the forest)
- How does a helicopter land in and, take off from, a place like a forest? (moves straight up and down)

RECAP: Different forms of transportation are made to do special jobs. Some transportation carries people and their things. Some transportation carries items. Some kinds of transportation can go places that other kinds of transportation cannot go.

Scaffolding Tips

Extra support ■ Use a toy airplane and toy helicopter to demonstrate how each can land and take off, if necessary.

Enrichment ■ Invite children to describe a kind of transportation they would like to try. Where would they like to go on the kind of transportation they choose?

Center Activity

Provide play dough and transportation cookie cutters for children to explore different transportation kinds or to make their own creation.

Family Child Care

Invite school-age children to help you hold and describe pictures used in today's activity.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 42

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Option 1: Offer the Week 13, Day 4 activity to review the characteristics and importance of rest.

Option 2: Read and discuss with children a book on routines used by a fictitious group of animals for getting ready to sleep.

Open the session by reminding children that each day we take time to rest. Invite a volunteer child to remind us what it means to rest. (taking a break from what we are doing and relaxing our bodies) Remind children that sleeping is one way to rest our bodies. When we sleep, our eyes are closed and our mind and muscles are relaxed. Encourage children to describe what it means for our mind and muscles to be relaxed. (our noisy thoughts get quiet, our body feels calm)

Explain that having a routine can help us prepare for rest or sleep. Briefly describe routines in your room that can help children get ready for rest time.



Today we will read a funny story about how some animals get ready for bed at home. Introduce and read *The Going to Bed Book*, pausing to describe illustrations. After reading the book, invite children to talk about whether they use any of the routines used by the animals in the book to get ready for bed. Ask children whether they were surprised to learn the animals exercised as part of getting ready for bed. Is doing exercises before going to bed a good idea? Why or why not? (Exercise was introduced in Week 12.)

Skill and Goal

Good health practices

Children will broaden their understanding of the characteristics of rest and sleep, including bedtime routines.

For Option 2

Key Concepts

Review: Routine
Exercise
Calm
Relaxed

Materials Needed

The Going to Bed Book by Sandra Boynton

Also Promotes

Language/Literacy

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43 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)
- Identifying uppercase letters of the alphabet (Days 2, 4)

Mathematics

Working with Shapes

- Describing characteristics of shapes (Days 1–2)
- Identifying shapes (Days 2–3)
- Representing shapes or finding shape cutouts around the classroom (Day 4)
- Identifying classroom items that approximate a basic shape (Day 5)

Self-Regulation

See Physical/Health

Social Studies

Exploring Where We Live

- How walking is a type of transportation (Days 1, 5)
- How some animals can transport people and items (Days 2, 5)
- How multiple types of transportation move items from where they were made to where they will be used (Days 3, 5)
- How multiple types of transportation may be used for a trip (Days 4, 5)

Science

Exploring Earth and Space

- How landfills are used (Day 1)
- How to recycle items (Days 1–3)

Physical/ Health

Moving Our Bodies

- Practicing jumping (Days 4, 5)
- Practicing hopping (Day 5)

Revised: 01/31/2024

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

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 Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: 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?*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 1

Working with Shapes

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of basic characteristics of a circle, triangle, and square.

For Option 2



Key Concepts

Review: Circle
Square
Triangle



Materials Needed

*1 large cutout of the following shapes: circle, triangle, square

*Printables provided

Option 1: Offer Week 4, Day 1 to review basic characteristics of circles, triangles, and squares.

Option 2: Engage pairs of children in finding classroom items in the shape of circles, triangles and squares. This option involves children describing characteristics of shapes.

Open the session by displaying and naming cutouts of a circle, triangle, and square. Trace with your finger the outline of each. Lead children in drawing a circle, triangle, and square in the air.

Explain that today we will work with a partner to find an item in our room that is in the shape of a circle, triangle, or square. Each pair will bring the item they find to our large group area. The pair will stand by the item if it cannot be moved.

Provide each child with a partner. Assign equal groups of children to the three shapes. Example: Assign three pairs of children to find an item that is the shape of a circle, three pairs of children to find an item that is the shape of a triangle, and three pairs of children to find an item the shape of a square. Provide a cutout to any pair of children who seem uncertain about the shape they are to search for. After children return with their item to the large group area, encourage each pair to describe its item. Emphasize that a circle is a round shape. It has a curved edge that is not straight. A square is a shape with four equal and straight sides. A triangle is a shape with three straight sides.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 1

Exploring Where We Live

Social Studies

Be Prepared: Create a simple map of your center's neighborhood on large chart paper. Include places found in your center's neighborhood.

3–5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will understand that walking is a type of transportation.



Key Concepts

New: Yoke

Review: Wheelchair
Map



Materials Needed

Neighborhood map (see Be Prepared)

*3 pictures as shown

*Printables provided



Optional Reading

I Went Walking by Sue Williams

BEGIN:
- If we wanted to get to our playground, would we use a ship?
- If we wanted to get to our center's parking lot, would we use a plane?
- Would we use a train to go to a park in our community?

[*Engage children in a brief discussion of why these kinds of transportation are not appropriate for where we want to go. We want to travel a short distance, our center is not located on water, etc.*]

EXPLAIN: There is one kind of transportation we use every day to get from one place to another. We do this in our room when we move from the block center to the art easel. We do this when we move from the housekeeping center to the library center.

ASK: What kind of transportation do you think this might be?

EXPLAIN: We walk. We walk from one place to another place by putting one foot in front of our other foot.

Some people need help moving from place to place.

ASK: How can a person who is not able to walk move from one place to a different place? (wheelchair)

EXPLAIN: We know that a wheelchair helps people who cannot walk or run move from place to place.

Some time ago (Week 15), we made a map of our center's neighborhood. Remember, a map is a picture that shows where things are located. We are going to look again at a map of our center's neighborhood.

[*Display and review map. Point first to the location of your center. Name other places on the map. Point out where sidewalks would be found on the map.*]

ASK:
- Think about going to the store. What could we use to carry the items we bought at the store?
- How could we carry the items on our back? (backpack)
- How could we carry the items in front of us or behind us?

EXPLAIN: We could put the items in a cart that we push in front of us. We could put the items in a wagon that we pull behind us.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43
DAY 1

Exploring Where We Live *continued*

Social Studies

[*Display picture of man pushing a cart and pulling a wagon.*]



In many places people walk everywhere. They do not have other kinds of transportation. They carry items in different ways.

In some places, people use a yoke to carry things on their shoulders. A **yoke** is a frame placed around a person's neck to help carry heavy items like water containers.



[*Display picture of woman using a yoke.*]

In other places, people carry things on their heads while they are walking.

[*Display picture of girls carrying items on their heads.*]



RECAP: Walking is a kind of transportation. Most of us walk somewhere every day. We walk at our center, and we walk in the neighborhoods where we live. A person who cannot walk uses a wheelchair to move. We can carry things when we are walking by pushing a cart or pulling a wagon behind us. We can carry things on our backs, on our necks, or even on our heads.

Scaffolding Tips

Extra support ■ As children look at the map, help them find places on the map. Use clues, such as "What is next to the ___?" ■ Children may benefit from a review of adaptations that promote mobility introduced in Week 4.

Enrichment ■ As children look at the pictures of a person with the yoke and the person carrying a basket on her head, ask them to think about how they could balance things while walking.

Center Activity

Provide a car mat and cars and trucks in the block center. Encourage children to pretend to drive cars and trucks around the "neighborhood."

Family Child Care

Take a neighborhood walk. Encourage children to look at the map and decide what place to walk to. If possible, use the map to walk to the place one way, and walk back to your setting a different way.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 1

Exploring Earth and Space

Science

3–5 YEARS

Large Group

SKill and Goal

Knowledge of earth and space

Children will understand uses of landfills and recycling.

Key Concepts

New: Trash
Garbage
Dumpster
Landfill
Recycle

Materials Needed

Small trash can filled with trash

*2 pictures as shown

Classroom item that can be recycled (see Be Prepared)

Why Should I Recycle? by Jen Green

*Printables provided

Be Prepared: Select a common item from your classroom or center that can be recycled. Examples: plastic bottle, clean, used paper, cardboard. If you select a plastic container, make sure it has a recycle symbol.

BEGIN: [*Display a small trash can containing trash.*]

- What is in this can? (trash)
- What are some things we put in a trash can? (used tissue, used napkins, things we don't need any more)

EXPLAIN: **Trash** is something we throw away. Another word for trash is **garbage**. Sometimes the trash is moved to a dumpster. A **dumpster** is a big trash container that can be picked up and emptied into a truck.

[*Display picture of a dumpster.*]

ASK: Have you ever seen a dumpster? Tell us about it.

EXPLAIN: We know that a garbage truck carries away trash. A garbage truck carries away trash after it is put into a trash can or dumpster. The garbage truck takes the trash to a place called a landfill.



Duane Storey/flickr/(CC BY-NC-ND 2.0)

ASK: Have you ever seen a landfill? Tell us about it.

EXPLAIN: A **landfill** is a place to dump trash and bury it with soil. Sometimes a landfill is called a dump. Big machines bury the trash under the ground and cover it with soil at a landfill. A new place for trash needs to be found when the landfill is full of trash.

ASK: [*Display picture of a landfill.*]

- Would you want to live next to a landfill?
- Why (or why not)?

EXPLAIN: Some things that are thrown into a trash can or dumpster can be recycled. When we **recycle**, we make a new item from something or we use the item again. Things that are recycled do not end up in a landfill.



Wisconsin Department of Natural Resources/flickr/(CC BY-ND 2.0)

Things that can be recycled are put in a special basket or box that is taken to a recycling center. The recycling center sends things we no longer need to places that make something new from them.

[*Point out the recycling bin in your classroom or center (if one exists)*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

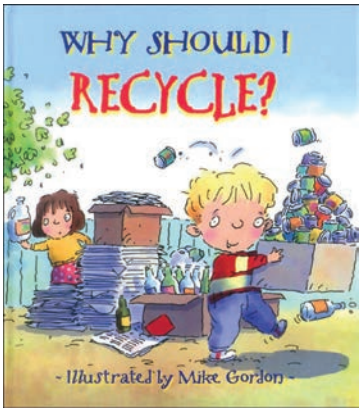
. *Display and name an item from your classroom/center that can be recycled.*]

We are done using this (name of item). We have two choices about what to do with it. One choice is to throw this (name of item) into the trash can and it will be taken to a landfill. Another choice is to put this (name of item) in a bin that will be taken to a recycling center and made into something new.

ASK:
- What happens to the landfill if we put this (name of item) in a bin of things to be recycled? (nothing, the landfill doesn't get the item)
- What happens to the landfill if we put this (name of item) in the trash can? (the landfill gets the item; landfill gets one more thing)

EXPLAIN: [*Display book cover.*]

Today we are going to read a book about recycling called *Why Should I Recycle?* The author of the book is Jen Green. The illustrator is Mike Gordon.



ACT: [*Read the book without interruption unless children ask questions or seem confused. At the conclusion of the book, engage children in a discussion of the book's information with questions, such as the following:*]
- What kinds of things can be recycled? (glass, paper, plastic, metal)
- What kinds of things can be made by recycling used things? (bikes, scooters, books, clothes, etc.)
- Where does trash go when it is thrown away? (landfill/dump)

RECAP: Today we learned that trash is taken to a landfill. What happens to trash at a landfill? (it is buried in the soil) Many things we throw away can be used to make something new or can be used again. We call this recycling.

Scaffolding Tips

Extra support ■ Display and describe an example of a recycled item, such as an egg carton. Emphasize that when some items are recycled, they can be made into something completely new.

Enrichment ■ Ask children why they think it is important for things we recycle to be clean. Example: "We have an empty plastic milk bottle. Why should we rinse the bottle before we put it in a recycling bin?" ■ Invite children to describe what they see in the picture of a landfill.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 1

Exploring Earth and Space *continued*

Science

Center Activity

Supply paper and drawing tools. Encourage children to draw a picture of a trash-related item, such as a trash can or garbage truck.

Family Child Care

If your family recycles, point out your recycling bins and the kinds of things you put in them. If you do not recycle, try it for a week. Point out how many things are being recycled rather than going to a landfill.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 2

Progress Assessment

Letter Knowledge

Language/ Literacy

3–5 YEARS

One-to-One

Skill and Goal

Letter knowledge

Children will identify uppercase letters of the alphabet. Children also will say the sound of a letter they correctly name.

Key Concepts

Review: Letter

Materials Needed

*Uppercase letter chart

*Letter knowledge record form

Pencil

*Printables provided

Revised: 1/31/2024

Be Prepared: Below are procedures for an individualized assessment of children's progress in learning letter names and sounds. The assessment's focus on uppercase letters is an efficient use of time. Children's knowledge of uppercase letters is highly related to their understanding of lowercase letters. The main purpose of the assessment is to determine follow-up learning opportunities for promoting each child's letter knowledge.

Begin the one-to-one assessments with half of the children in your class today (Week 43, Day 2), and continue assessments with the other half of the children in your class on Day 4 of this week. Invite a child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur during center time or some other period when children are not engaged in a small or large group activity.

Use the provided uppercase letter chart. Laminate the chart for repeated use, if possible, or print several copies so each child works with a clean chart (no scribbles or other types of marks).

Use the provided form for recording each child's responses. Use one form for each child. The form has uppercase letters in the same order as the chart used by each child, plus a space next to each letter for you to record the child's letter name response. Examples: If a child points to T and says T, write the letter T on the child's record form. If a child points to F and says T, write the letter T on the child's record form. If a child says "I don't know," put DK next to the letter on the record form.

If a child says the wrong letter name but then corrects him/herself without your help, this should be counted as correct. Enter both letters on the record form.

The assessment also asks the child what sound a letter makes. Invite the child to say the sound of a letter the child correctly names. Do not ask the child to say the sound of a letter the child does not know. If the child says a correct letter sound, put an asterisk by the letter on the assessment record form.

If the child says a correct letter sound instead of a letter name when pointing to a letter, repeat the letter sound made by the child and ask: "What letter makes the ____ sound?" Put an asterisk (*) by the letter on the record form for the correct letter sound. Record the child's letter name response; enter DK if the child does not know.

Do not provide any hints or clues of letter names or sounds. Do not say whether a child's response is right or wrong. As the child works with the letter chart, say "thank you" or "I know you are working hard" if it appears a child would appreciate some acknowledgment of his/her efforts.

BEGIN: We are learning a lot about letters. We know that a letter is a special mark used to make words. Today let's see how many letters you know.

EXPLAIN: [*Display uppercase letter chart.*]

Here are some letters of the alphabet. Please point to each letter and tell me its name. If you don't know the name of the letter, you can say, "I don't know."
Point to a letter that you know and tell me the name of the letter.

A	O	S	B
E	C	D	X
P	K	T	G
N	F	L	R
Z	U	Y	J
H	V	Q	M
W	I		

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Letter Knowledge *continued*

ACT: [*Encourage the child to point to a letter he/she knows and tell you the name of the letter.*

If the child says the correct name of the letter, immediately ask: "What sound does the letter _____ make?"

If the child says the correct letter sound instead of a letter name when pointing to a letter, repeat the correct sound made by the child and ask: "What letter makes the _____ sound?"

Record the child's responses as described in ***Be Prepared****.*

- *If the child seems distracted by all the letters on the page, use a sheet of paper to cover some rows of letters. Leave visible as many rows of letters as you anticipate the child will find manageable. Gradually move the sheet of paper so the child has an opportunity to look at all letters.*
- *If the child does not point to any letters, ask the child which letter he/she wants to point to first.*
- *If the child still does not point to a letter, point to a letter in the child's name and invite the child to tell you the name of the letter.*
- *If a child seems distracted or loses interest in the assessment activity, bring your session with the child to a close and offer another opportunity at a different time or day to continue to look at letters. Example: "We are learning about a lot of different letters. Let's take a break now and look at our letters again on another day. Okay?"*]

RECAP: Today you said the names and sounds of letters that you know. Thank you for working hard with me.

DETERMINING A CHILD'S LEVEL OF UNDERSTANDING

After the assessment, count the number of letter names and letter sounds correctly identified by the child. You may wish to circle correct responses for ease in counting.

Letter Names

Got It: The child correctly named 18 or more uppercase letters.

Getting It: The child correctly named 1–17 uppercase letters.

Not Yet: The child correctly named 0 letters.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Letter Knowledge *continued*

Letter Sounds

Got It: The child said a correct letter sound for each letter name the child correctly identified.

Getting It: The child said a correct letter sound for 1 or more (but not all) letter names the child correctly identified.

Not Yet: The child did not say any correct letter sounds.

FOLLOW-UP LEARNING SUPPORTS

The daily plans for the Language/Literacy domain include a review of all letters beginning in Week 47. Below are suggestions of additional learning options to pursue with children.

Reinforce

The following activities are designed to support children who correctly named 18 or more letters and sounds (Assessment = Got It). The activities are also appropriate for children who correctly named 1–17 letters and sounds (Assessment = Getting It).

- Invite children to go on a hunt to find specific letters on signs or posters in the classroom. Encourage children to say the sound of each letter they find.
- Encourage children's use of writing tools during free play. Examples: journals, sand trays (with letters to trace), whiteboards.
- Invite children to help write a Morning Message or Words We Understand in a repeated book reading session (Days 1, 3, 5).
- Prepare for one-to-one work with a child by reviewing the form used to record the child's letter knowledge and securing a chart of uppercase letters that you can put marks on. One at a time, say the names of letters the child correctly identified during the assessment and invite the child to point to each letter on a chart of uppercase letters. When the child points to the letter, ask what sound the letter makes. Circle the letters the child correctly names, and then ask the child if there are any other letters on the chart that he/she knows. Also, if there is a letter(s) the child initially identified incorrectly, but then correctly identified, invite the child to identify both the "incorrect" and "correct" letters on a chart of uppercase letters. Example: if a child initially said F for the letter T and then corrected him/herself without your help during the assessment, invite the child to identify letters F and T on an uppercase letter chart during a follow-up session.
- Use large letter cards in transition activities. What letter is this? What sound does it make?
- In a small group, invite children to stand or wave their hands when they hear the sound of a letter in their name. Clearly say sounds of the first letter or a prominent letter in the first names of children in your group. Encourage all children in your group to say the letter sound and name after a child(ren) has identified the sound as part of his/her name.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Letter Knowledge *continued*

- Put a small collection of plastic letters on a table for a small group of children to identify and sort. Invite each child to pick up a letter, say its name and sound, and put it in one of several cups. One cup could be used for letters with straight lines, another cup for letters with curves, and a third cup for letters that have both curves and straight lines. Encourage children to use their finger to "trace" the shape of a letter. If available, use magnetic letters and a magnetic wand. You may wish to bury letters in the sand table for children to find.
- Encourage family members to support children's letter learning at home. Suggest that parents talk with their child about the letters and sounds in the child's name and invite their child to point to letters named by the parent. Names of other family members or pets also may be used for talking about and pointing to letters. It is also helpful for a family member to work with a child in writing some or all letters in the child's name.
- Use the Week 12, Day 2; Week 19, Day 2; Week 26, Day 2; Week 32, Day 2; Week 36, Day 2; and Week 42, Day 2 plans to invite children to match letter cards with their letter mats.
- Provide children with tactile materials (pipe cleaners, glue, and sand) and printed forms of letters. Encourage children to use the tactile materials to form letters, using the printed form of the letter as a model.

Reintroduce

The following activities are designed for children who did not name any letters and their sounds correctly (Assessments = Not Yet).

- Use the child's name card to review letters in the child's name. Say a letter in the child's name and invite the child to point to the letter named. Repeat the letter's name and say the letter's sound when the child points to the letter you name. Also, if name cards are used during the day (example: placed at a center occupied by a child), invite the child to point to a different letter in his/her name that you say.
- Say a letter's sound when you point to and say a letter's name during shared book reading, writing a message with children, and supporting children in writing part or all of their first name.
- Invite families to provide clean paper or cardboard items that have print, such as empty cereal boxes and juice containers. Invite children to use a marker to circle letters in their name or letters they know. Support children in saying the name and sound of each letter they circle.
- Repeat Week 6, Day 2 to help children understand that letters make up words and uppercase and lowercase letters can be used in words.
- Use the song "B-I-N-G-O," from Week 6, Day 4. Invite one or more children to find the letter that you say as you begin singing the song. Encourage children to find the letter you say as you move through the letters in the song.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Letter Knowledge *continued*

- For one-to-one work with a child, use a chart with a list of children's names. Begin by asking the child to find his/her name. Next ask the child to find another name that starts with the first letter of the child's name. Then ask the child to find a name that starts with a different letter that you say. If the child cannot find a name that starts with the letter, describe how the letter looks. If the child still cannot find a name that starts with the letter, narrow the choices to two names that you point to. If the child still cannot find the name, point to the letter that you named and describe the letter.

SAMPLES OF PORTFOLIO ENTRIES

Got It

Children are learning the names of letters and sounds that letters make. Recently I assessed Koae's progress in naming uppercase letters and letter sounds. Koae correctly named 18 letters and their sounds. The ability to identify 18 uppercase letters is an optimal benchmark for the end of preschool. We will offer follow-up learning opportunities to support Koae's knowledge of letter names and letter sounds.

Getting It

Children are learning the names of the letters and sounds that letters make. Recently I assessed Ariel's progress in naming uppercase letters and letter sounds. Ariel focused on each letter. He named five letters correctly and four letter sounds correctly. The ability to identify 18 uppercase letters is an optimal benchmark for the end of preschool. We will offer follow-up learning opportunities to support Ariel's knowledge of letter names and letter sounds.

Not Yet

Children are learning the names of the letters and sounds that letters make. Recently I assessed Ana's progress in naming uppercase letters and letter sounds. Ana listened carefully to the directions for the assessment and pointed to an "A" and said, "That letter is in my name." She did not correctly name any letters. We will offer follow-up learning opportunities to support Ana's knowledge of letter names and letter sounds.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 2

Working with Shapes

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of basic characteristics of a circle, triangle, square, and rectangle.

For Option 2

Key Concepts

New: Octagon

Review: Circle
Square
Triangle
Rectangle
Corner

Materials Needed

*Small cutouts of the following 5 shapes: circle, square, triangle, rectangle, octagon—1 each per child

*Printables provided

Option 1: Offer Week 5, Day 4 to review basic characteristics of a circle, square, triangle, and rectangle.

Option 2: Engage children in playing *Shapes Simon Says* by describing a shape, including an octagon, and inviting children to do a specific action with the shape.

Invite children to play *Shapes Simon Says.* Explain that Simon will describe a shape instead of saying the name of a shape in this game. Simon will tell us what to do with the shape. Example: "Simon says to pick up the shape that is round and place it on your head."

Explain that our game includes a shape we may not know. Display the cutout of an **octagon** and describe its characteristics: eight straight sides and eight corners. Trace its outline. Then say its name and ask children to repeat the name with you, emphasizing its syllables (oct-a-gon).

Give each child a set of five shape cutouts. Invite children to place the shapes in front of them.

Play *Shape Simon Says* by describing (not naming) a shape and requesting children to do a specific action with the shape. Demonstrate the action with the shape if children seem uncertain. You may wish to ask a volunteer child to suggest an action with a shape that you first describe.

The following shape descriptions have been introduced to children:

- a round shape; it has a curved edge that is not straight (circle)
- four equal and straight sides (square)
- three straight sides (triangle)
- four straight sides and four corners (rectangle)
- eight straight sides and eight corners (octagon)

It may be helpful to remind children that a corner is where two sides come together. Encourage children to trace the outline of shapes that seem challenging to identify without hearing a name.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 2

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand how animals can provide transportation.

Key Concepts

New: Pack animals
Load

Materials Needed

*6 pictures as shown

*Printables provided

BEGIN: [*Display picture of a hayride.*]

- What do you notice in this picture? (horse, wagon, people)
- Have any of you been on a wagon pulled by a horse?



Jeff Pyle/flickr/(CC BY-NC-ND 2.0)

This picture shows a form of transportation. An animal is helping people get from one place to another.

EXPLAIN: All over the world animals transport people and items from one place to another. People use different types of animals depending on where they are and what job they have to do. Some people use animals to travel long distances. Some people use animals to carry heavy things. Animals that carry or pull heavy loads are called **pack animals**. A **load** is something that is carried at one time.

I want to show you some pictures of different types of animals transporting people and items. Let's try to identify the name of the animal that is carrying the people or cargo.

[*Display pictures one at a time and ask questions, such as the following, about each picture:*]











South African Tourism/flickr/(CC BY 2.0)

ASK:

- What type of animal do you think is in this picture? (horse, donkey, camel, llama)
- Is the animal carrying a person, items, or both?
- What clues in the picture tell us where the people are? (in a forest, in a desert, in the mountains, etc.)
- Why do you think people might use animals for transportation?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

[*Invite children to share their thoughts. Include the following information in your discussion as appropriate:*]

EXPLAIN:

- Difficult habitat: Some places are difficult for transportation. Some places are rocky or sandy. Other places have hills or mountains. Automobiles, trucks, bikes, and other types of transportation cannot go in places that are difficult for transportation. Donkeys and llamas can walk in rocky areas. Camels have special feet that allow them to walk on sand without sinking.
- Heavy load: Pack animals can transport a heavy load of items that a person would not be able to carry.
- Long distance: People cannot walk and carry heavy items for a long distance. A pack animal can carry a person or items for a long distance. Horses and camels are good animals for traveling long distances. In a hot and dry place, such as a desert, camels can go a long time without water.
- Fun: Sometimes animals carry people for fun. The picture of horses pulling a wagon of people shows children and adults having fun. Some people may also ride a horse through hills or mountains for fun.

RECAP: Today we learned that animals can be used to transport people and items. An animal that carries people or items is called a pack animal. Horses, donkeys, llamas, and camels can serve as pack animals by carrying people or heavy loads or both. A pack animal is used when another form of transportation is not available or cannot be used because the habitat is difficult for transportation. Hills, mountains, and rocky or sandy areas are examples of habitats that are difficult for transportation.

Scaffolding Tips

Extra support ■ To help children focus on specific features of each picture, ask questions such as: "What do you see on the animal's back?""Is there a person on the animal?" ■ If children's interest or time is limited, display and discuss several pictures that would have the greatest appeal to children in your group.

Enrichment ■ Invite children to think of some of the things that the pack animals might be able to carry.

Center Activity

In the block center, provide toy animal figures that might be used for transportation. Encourage children's use of the animals for transportation.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 2

Exploring Where We Live *continued*

Social Studies

Family Child Care

Invite children to recall places where they might have seen animals shown in the pictures. Examples: on a farm, at the zoo, at the circus, in a movie, on TV. If possible, take a trip to a zoo or a petting farm. Encourage children to look for pack animals.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 2

Exploring Earth and Space

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will deepen their understanding of recycling.

Key Concepts

Review: Recycle

Materials Needed

Box with recyclable items (see Be Prepared)

*4 bins with labeled pictures (see Be Prepared)

*3 pictures as shown (see Be Prepared)

*Printables provided

Be Prepared: Today's activity promotes the important cognitive skill of sorting while helping children understand the kinds of things that can be made from different types of recyclable items.

Fill a box with four types of recyclables: plastic, glass, paper, and metal. Provide at least one item for each child in your classroom. Include items that are commonly recycled, such as clean used paper, milk jugs, glass food containers, cereal boxes, food cans, and plastic detergent bottles. Three pictures of glass items are provided if your center's policy prevents the use of glass. You may wish to ask families to contribute a recyclable item for the activity. Wash all items so they are clean for children to touch. Affix one provided picture to each bin: metal, glass, paper, plastic.









BEGIN: Yesterday we learned how some things we no longer need can be made into something new. This is one way used things can be recycled. We know that when we recycle, we make a new item from something, or we use the item again.

EXPLAIN: Today we will talk about four kinds of items that can be recycled. We also will look at pictures of some new things that have been made from items that were recycled.

[*Display used paper or newspaper.*]

We learned from the book we read yesterday that used paper and newspaper can be used to make new books and comics.

[*Return used paper or newspaper to your box of recyclable items. Display used glass (or picture of glass).*]

We also learned from the book we read yesterday that bottles can be made from glass that is recycled. I am holding a used piece of glass (or picture of glass) that is no longer needed. This piece of glass can be recycled into something new.

[*Return used glass to your box of recyclable items. Display used plastic.*]

We know that plastic things we no longer need can be recycled to make things like clothing. I am holding a used piece of plastic that is no longer needed. This used piece of plastic can be recycled into something new.

[*Return used plastic item to your box of recyclable items. Display used metal item.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 2

Exploring Earth and Space *continued*

Science

I am holding a used can. It is made of metal. We know from the book we read yesterday that used metal can be made into something new, like parts of a bike.



I have a box of things that can be recycled. All of the things in the box are clean. It is important to make sure the things we recycle are clean.

[*Point to the four recycle bins as you describe each. Use three pictures of glass items if you are unable to use glass.*]

We also have four different bins. Each bin has the name and picture of one of the four kinds of things we can recycle. There is a bin for metal, a bin for plastic, a bin for paper, and a bin for glass. The things we put in each of these bins can be used to make something new.



Each of us can take something from our box of recyclable items and put it in the bin where it belongs. We will take turns.

ASK: If we took a used newspaper from the box, which bin would we put it in? (paper)

ACT: [*Invite children in groups of 2, 3, or 4 to take an item from the box of recyclables and place it in the appropriate bin.*]



RECAP: Today we learned more about the kinds of things we can recycle. There are fewer things to throw away in a landfill when we recycle.

Scaffolding Tips

Extra support ■ As you sort through the items, talk about how you know what each item is made of. What are some of the characteristics of the item that help you to determine which bin to put it in?

Enrichment ■ Invite children to find things in the classroom that can be recycled after they are no longer being used. Examples: cardboard boxes, paper, food containers. Ask children which recycle bin each item would go in.

Center Activity

Provide children with items used in today's activity. Invite children to practice sorting the items by the material they are made of (paper, plastic, glass, or metal).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Family Child Care

If possible, take children to see your local recycling center. Talk about the different areas for each type of recyclable.

This activity is informed by: The Indiana Department of Environmental Management's (IDEM) (n.d.). Recycling lesson plan for preschoolers. Retrieved from http://www.in.gov/idem/iee/2368.htm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

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 Curriculum 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?"*

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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."*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 3

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of basic characteristics of a circle, triangle, square, and rectangle.

For Option 2

Key Concepts

Review: Diamond
Circle
Square
Triangle
Rectangle

Materials Needed

Color Zoo by Lois Ehlert

Option 1: Repeat Week 5, Day 1 if a majority of children would benefit from a review of shapes.

Option 2: Support children in identifying shapes shown as part of animal illustrations in a book read with children.



Open the session by introducing the book and explaining that the author and illustrator (Lois Ehlert) used her imagination to arrange shapes to look like an animal. Invite children to share their ideas of what animal is shown on the front cover. Encourage children to point out shapes used on the book's front cover. (square, triangle, different sizes of circles)

Invite children to be shape hunters as we read the book together. Encourage children to tap their knees if they know the name of a shape shown on a page.

As you read the book, pause on each page that shows an animal. Remind children to tap their knees if they know the shape in the picture. Invite children to name and describe the shape shown on the page. Repeat children's shape descriptions.

Children may not be familiar with a diamond shape. When you reach the page that shows a diamond, point to the diamond, say its name clearly, and describe its characteristics. Trace the diamond with your fingers as you describe it. Example: "A diamond is a type of shape. A diamond has four sides that are the same. A diamond has four corners. My finger is going around the corners."

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 3

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand that multiple types of transportation move items from their point of origin to their final destination.

Key Concepts

New: Factory
Warehouse
Delivery truck

Materials Needed

Lego™ or other popular toy

*6 pictures as shown

*Printables provided

BEGIN: [*Display a Lego™ or other popular toy.*]

I am holding a toy we can play with in our room. Some of us may have this toy at our house.

How do toys get from where they are made to your house or to our program? (transportation)

EXPLAIN: Toys and other items are made in a factory. A **factory** is a building where things are made.

After something is made, it is packed in a box and moved from the factory to a warehouse. A **warehouse** is a large building used for storing things. Large boxes of items are stored on shelves.



Walmart/flickr/(CC BY 2.0)

[*Display picture of inside of a warehouse.*]

Things stored in a warehouse then move to a store. Things for sale are displayed on shelves in a store so people can decide what they might want to buy. Things bought in a store then go to a house or to a place like our program.



Ron Reiring/Wikimedia/(CC BY 2.0)

Something stored in a warehouse also may be sent to a place that buys it. A set of toys could be sent from a warehouse to our center or to someone's house.



raymondclarkeimages/flickr/(CC BY-NC 2.0)

We know about many different types of transportation that can move items from one place to another. Let's talk about types of transportation that could move things from a factory to a warehouse, and then to a store or person's house, or to a place like our center.



cuxclipper/flickr/(CC BY 2.0)

ACT: [*Display the following five pictures: freight train, semi-truck, cargo ship, delivery truck, minivan. Point to each and invite children to say what they think it is. Help as appropriate. Offer a brief reminder of each form of transportation after it is identified. Include the following in your discussion of a delivery truck:*]





Fiat Chrysler Automobiles: Corporate/flickr/(CC BY-NC-ND 2.0)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

A **delivery truck** usually takes something to the place that will use the item. Delivery trucks bring things to our center. Maybe a delivery truck has taken something to your home. Delivery trucks are much smaller than a semi-truck.

ASK: [*Continue to display all five transportation pictures.*]

- What type of transportation could be used to move large boxes or containers of toys from a factory to the warehouse? (train, semi-truck, boat)

  [*If children do not mention a boat, ask: What type of transportation could be used if the factory was in a country across the ocean?*]
- What type of transportation could be used to move boxes of toys or other items from a warehouse to a store? (semi-truck, delivery truck)
- What type of transportation could people use to take a toy from a store to their house? (minivan)
- If the toy or item is too big to fit in a person's minivan, what could we use instead? (delivery truck)

RECAP: Many different types of transportation help move something made in a factory to our house or to a place like our center. We talked about different ways items can move from one place to another place and then move again to another place. Something might move three or four times after it is made in a factory. A different type of transportation moves the item each time.

Scaffolding Tips

Extra support ■ Be supportive of children's attempts to recall names of pictured transportation. Children may remember "train," but not "freight train;" and they may remember "ship" or "boat," but not "cargo ship." Expand on their word use. Example: "Yes, this is a train. It is called a freight train. This train is moving something called freight." Also, positively acknowledge children's suggestions of transportation (such as a cargo plane) not shown in the displayed pictures.

Enrichment ■ Encourage children to name some other kinds of items (such as clothing) that are transported from a factory to a warehouse and eventually to a person's house. Ask children to think about types of transportation that could be used to move these items. ■ Remind children that things that move on trucks, trains, and ships are called cargo or freight.

Center Activity

In the block center, provide different-sized boxes and large wooden vehicles (if available). Encourage children to pretend they are moving goods from the factory to a warehouse, warehouse to a store, or from a store to a home.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Family Child Care

While on a walk, encourage children to look for delivery trucks or semi-trucks. Ask children to think about what might be in the truck and if they think it is coming from a warehouse to a store or from a store to a home.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 3

Exploring Earth and Space

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will strengthen their understanding of recycling.

Key Concepts

Review: Recycle
Collage

Materials Needed

Cardstock—1 per child

*1 picture as shown

Trash collage made by teacher (see Be Prepared)

Clean trash items (see Be Prepared)

Glue

Also Promotes

Creative Expression

*Printables provided

Optional Reading

Michael Recycle by Ellie Bethel

Be Prepared: Make a trash collage on cardstock as a sample for children's creative efforts in today's activity. The collage may be made by gluing clean trash items to cardstock. Include a used bottle lid in your creation. Also, collect used items for children to use. Examples: pieces of used paper, thin cardboard, used magazines, newspapers, plastic bottle lids. Make sure all items are fully clean, including thoroughly washing used paper cups, plastic bottle lids, and other items previously used to store food or consumable liquids, such as milk and juice.

BEGIN: [*Display sample collage.*]

Here is an art piece that I made. What did I use to make this creation?

[*Encourage children to name items glued to the piece of cardstock.*]

EXPLAIN: This art piece was made with things that were no longer needed. The things in this creation were recycled. Remember, when we recycle, we make a new item from something, or we use the item again.

[*Display picture of a bird feeder.*]

Here is a picture of a bird feeder that was made from something that was no longer needed.



Tony Alter/flickr/(CC BY 2.0)

ASK: What was used again to make this bird feeder? (plastic bottle)

EXPLAIN: Sometimes when we recycle something, we use it again. Think about going to a store with a family member to buy something. The store probably gives your family a bag for taking home what you buy. There are different things your family could do with the bag after you get home. The bag could be thrown away or recycled. If your family recycles the bag, it could be taken or sent to a recycling center to be made into something new. Or your family could use the bag again.

We also can use things again in a different way. A bottle lid is used to keep milk or juice from splashing out of a bottle. After a bottle is empty, we can put the bottle lid in a recycling bin to be taken to a recycling center or we can use the lid for something else. I used a bottle lid again in creating an art piece.

[*Point to bottle lid on your collage.*]

We learned from our book on Day 1 that used cans can be made into new things like bikes and scooters. The bottle lid was not changed into something new for my art piece. I used the lid again. It is still a bottle lid.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 3

Exploring Earth and Space *continued*

Science

Today each of us will recycle some items by using them again to make a collage. Remember, a collage is a piece of art that is made with different kinds of things. We can put things on our paper any way we wish.

ACT: [*Provide various clean trash items (see Be Prepared) and pieces of cardstock. Encourage children to make a trash collage by gluing the pieces of trash to a piece of cardstock. As children create, ask what items they are using again. Hang the artwork after it dries.*]

RECAP: Today we found a way to use some items again by making a trash collage. Using something again is a way to recycle.

Scaffolding Tips

Extra support ■ Some children may need assistance with gluing. ■ Display a plastic or paper bag when you describe a family's trip to the store if children seem unclear about the example. ■ Some children may benefit from a description of how a bird feeder works.

Enrichment ■ Invite children to think of other ways trash can be used again. Examples: using newspaper under a painting project, planting seeds in an egg carton, using old towels or pieces of clothing as dust rags.

Center Activity

Invite children to make "recycled" crayons out of their old, broken crayon pieces. Invite children to remove the paper from their old crayons and break the crayons into small pieces. Use yogurt cups or other microwaveable cups and add one inch of water to the bottom of the cup. Then add the crayon pieces. Microwave the cups for 1–2 minutes, checking every 30 seconds. Pour the melted crayon liquid into candy molds or paper cups. Allow to cool completely. After they have cooled, pop them out of the molds or peel the paper off of the cups. Now children have new "recycled" crayons!

Family Child Care

With leftover items, encourage children to make a 3-D art piece, such as a robot or toy.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 4

Progress Assessment

Understanding Letters

Language/ Literacy

3–5 YEARS

Be Prepared: Today is a continuation of the individualized letter assessments initiated on Day 2 of this week. See Day 2 for a description of procedures for assessment and determining a child's level of understanding.

One-to-One

Skill and Goal

Letter knowledge

Children will identify uppercase letters of the alphabet.

Key Concepts

Review: Letter

Materials Needed

*Uppercase letter chart

*Letter knowledge record form

Pencil

*Printables provided

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 4

Working with Shapes

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of basic characteristics of a circle, triangle, square, and rectangle.

For Option 2

Key Concepts

Review: Circle
Square
Triangle
Rectangle

Materials Needed

*Small cutouts of the following 4 shapes: rectangle, triangle, circle, square (see Be Prepared)

*1 large cutout of each of the 4 shapes listed above

Printables provided

Option 1: Offer Week 5, Day 2 to review characteristics of corners in triangles and rectangles.

Option 2: Engage children in finding and describing shapes hidden around the classroom.

Be Prepared: Provide as many small shape cutouts as there are children in your group. Use an approximately equal number of the four types of shapes. Example: Provide a total of 12 shape cutouts for a group of 12 children (three each of the following: rectangle, triangle, circle, square). Place shape cutouts around the classroom where they can easily be found by children. The large cutouts are for staff use.

Explain to children that you put some shape cutouts around our room but cannot remember where! Now you want to collect the shape cutouts. Invite children to help find the missing shapes. Encourage children to find one shape only. Explain that (number) shape cutouts are missing and there are (same number) children in our group today. Each child can find one shape. Help children who have difficulty finding a shape. Invite children to sit in a circle after they find a shape.

After all children are sitting in the circle, hold up a large cutout of a shape (without saying its name) and invite all children who found this type of shape to hold up their shape, too. Encourage children who are holding up the shape to say its name and describe what it looks like. See Option 2 in Day 2 for descriptions of each shape. Invite children to trace the shape's outline.

If time and children's interest permit, invite children to put their shape somewhere in the room and repeat the process described above. Encourage children to find a shape they did not hide.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

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 that multiple types of transportation may be used for taking a trip.

Key Concepts

Review: Transportation

Materials Needed

Map or globe

Optional Reading

Curious George Takes a Trip by H. A. Rey

BEGIN:
- Have you ever taken a trip?
- Where did you go?
- How did you get there?

[*Encourage children's discussion of trip travel.*]

EXPLAIN: We take some type of transportation when we go on a trip. We know that transportation is the way people or things move from one place to another place. On some trips, we might take more than one type of transportation. When we take a short trip, like to the grocery store, we may use only one type of transportation.

ASK:
- What type of transportation could we use to go to a store? (bike, car, walk, or bus)
- Going to the store in our community is a short trip. Where might we go on a long trip? (vacation, visit Grandma or a relative)

EXPLAIN: Let's think about a long trip and how we could get there. Let's pretend we are going to visit someone in our family, like a grandmother or uncle.

[*Display map. When talking about the trip, point to your current location and then to a place that is further away on the map.*]

We live here. Let's pretend we want to travel to here. Let's explore some ways to get there.

ACT: [*Guide a discussion with children about types of transportation for the trip. At the end of the activity plan is a sample discussion based on children saying they would take a plane to Grandma's house. Focus your discussion with children on what children choose as a way to get to Grandma's house.*]

RECAP: We learned that when people take a trip, they might take one type of transportation or many different types of transportation. On a long trip, people might take cars, buses, planes, and trains. What types of transportation did we talk about today for our pretend trip?

Sample partial discussion:

T: What is one way we could get to Grandma's house?

C: We can take a plane.

T: Yes, we could take a plane.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

T: It is a long distance to Grandma's house. Planes can take us and our things long distances. Do we get on the plane at our house, or do we need to go somewhere to get on the plane?

C: We need to go to the airport.

T: An airport is where airplanes take off and land. What is one way we get to the airport?

C: We take a car.

T: Yes, people can drive their cars to the airport so they can get on the plane.

T: Would we drive right up to the plane, or do we do something with the car?

C: We park it in the parking lot.

T: What is one way we get from the parking lot to where the planes are?

C: Take a shuttle bus.

C: Walk.

T: We can take a shuttle bus. At some airports, we could walk from the parking lot to the airport building. Walking is a type of transportation.

T: We are taking a car, then riding a shuttle bus or walking to the airport to get on a plane. After the plane lands, are we at Grandma's house yet? Does the plane land in her yard or on her street?

C: We are at another airport.

T: What is a way we can get from this airport to Grandma's house?

C: We can take a bus.

T: Yes, we can take a bus.

T: Buses stop at an airport to pick up people and take them to other places. Does the bus take us right to grandma's house, or do we need to take any more types of transportation to get to Grandma's house?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Some children may have experience with one form of transportation (a car) for a long trip. Support some discussion of a car trip, and then invite or introduce discussion of a trip involving more than one form of transportation. ■ If children seem unfamiliar with the broad use of the word "trip," explain that a trip means "to go somewhere." Emphasize examples of short- and long-distance trips. We can use the word "trip" to mean a trip to the store or a trip to a faraway country.

Enrichment ■ Invite children to count the different types of transportation used on the trip. Encourage children to think of another type of trip and count the different types of transportation used on that trip.

Center Activity

Provide suitcases and other items used for going on a trip (maps, tickets, travel brochures). Encourage children to pretend to go on a trip. Ask children where they are going and how they will get there.

Family Child Care

Share with children *Richard Scarry's Cars and Trucks and Things That Go* by Richard Scarry. Encourage children to find types of transportation that could be used to take a trip. Invite school-age children to read the book to younger children.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Small Group

Option 1: Offer the Week 21, Day 4 activity to practice jumping and landing on both feet.

Option 2: Support individual children in comparing the length of two different jumps they make from the same designated starting point. This option involves children working in pairs.

Be Prepared: Place a piece of tape, about three feet in length, on the floor or ground to designate where children will stand to jump. Also, cut several pieces of tape for children to use in marking how far a child jumps from the starting line.

Explain that we will take turns jumping from the same starting point (tape). We will jump twice, each time from the same starting point, and compare how far we jumped each time. Explain that we are comparing the length of our jumps. Remind children that length means how long something is. We will work with a partner who puts a piece of tape (or some other marker) where we land. We are not competing with our partner.

Demonstrate how to compare the length of two jumps made by the same child. Invite a child to demonstrate how to stand at the starting line and jump forward. Emphasize the importance of standing on both feet (behind the starting line) before jumping, jumping with both feet/legs at the same time to move forward, and landing on both feet in about the same position. One foot should not be ahead of the other foot. After the child lands, place a piece of tape at the child's heel that is closest to the starting line. Then invite the child to return to the starting line and jump again. With the second jump, do the child's feet land closer to, or farther away from, the starting line than the first jump? Encourage the child to compare where he/she landed the second time to where he/she landed the first time (as marked by tape or some other item).

Skill and Goal

Motor development

Children will strengthen their jumping skills.

For Option 2

Key Concepts

Review: Jump Length

Materials Needed

Tape (see Be Prepared)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

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 Curriculum 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.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 5

Working with Shapes

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will identify classroom objects that approximate a basic shape.

For Option 2

Key Concepts

Review: Circle
Square
Triangle
Rectangle

Materials Needed

*1 large cutout of the following shapes: circle, triangle, square, rectangle

Printables provided

Option 1: Offer Week 10, Day 1 to review basic characteristics of circle, square, triangle, and rectangle.

Option 2: Engage children in playing *I Spy* to identify classroom items that represent basic shapes.

Explain that some things in our room have the outlines of a shape we know. Point to and describe how the classroom door is the shape of a rectangle. Hold up a rectangle cutout in front of the door. Describe how the door has four straight sides and four corners. Two of its sides are very long and two of its sides are shorter.

Today we will play the game called *I Spy*. You will say the name of a shape and look in the direction of what you spy. Children will try to guess what you are looking at (spying). Example: Say "I spy a rectangle" as you look at the classroom door. Draw children's attention to the focus of your eyes (what you might be looking at).

Items you may wish to include in an *I Spy* game include the following:

- Rectangle: classroom door, windows, clipboards, puzzle, book, posters
- Circle: clock, play food hamburger bun, plate, cup, goldfish bowl, globe
- Square: blocks, tabletop, face of die, tile of floor, large carpet area
- Triangle: play food pizza slice, face of triangle block, play food cone (such as ice cream cone), roof of dollhouse

After a shape has been identified, hold the appropriate cutout in front of or near the item and ask children to describe how the item looks like the stated shape.

Invite all children to participate. Encourage children who are quick to correctly respond to all "I spy" statements, to give other children a chance to point to or say the name of a shape.

Add challenge by describing a shape's characteristics rather than saying the shape name. Example: "I spy a shape that has four straight sides and four corners. Two of the sides are very long, and two of the sides are shorter. What do you think I spy?"

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

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 walking as a method of transportation; using animals as transportation, and using multiple types of transportation to move people or objects.

Key Concepts

Review: Pack animal
Warehouse

Materials Needed

Map from Day 1

*Animal transportation pictures from Day 2

*Printables provided

BEGIN: This week we learned that walking, a wheelchair, and animals can be used for transportation. We also learned that more than one type of transportation may be needed to get items or people from one place to another.

EXPLAIN: On Day 1, we learned that walking is a type of transportation. We learned that people with a disability may use a wheelchair to get from one place to another. We looked at a map of our program's neighborhood for places we can walk to.

Let's look at our map.

[*Display map.*]

ASK: What is one place a person can walk to?

EXPLAIN: On Day 2, we learned that animals can provide transportation.

[*Display pictures of animals providing transportation.*]

ASK:
- What types of animals are used for transportation?
- What do we call an animal that carries heavy loads? (pack animal)

EXPLAIN: On Day 3, we learned that different types of transportation are used to get toys or other items from a factory to our homes or other places, such as our program.

ASK:
- What types of transportation can move items from a factory to a warehouse?
- What is a warehouse? (place where items are stored)

EXPLAIN: Yesterday we learned that when people take a trip, they may use different types of transportation. We talked about taking a long trip and the different types of transportation we might use to get there.

ASK: What types of transportation did we talk about yesterday for our pretend trip?

RECAP: This week we learned about two more types of transportation. We talked about walking. We also talked about how animals can provide transportation. We also learned that more than one type of transportation can be used to get people or things from one place to another. We talked about how something made at a factory gets to the place where it will be used. We talked about a pretend trip that involved different types of transportation.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 5

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ To support recall, you may wish to use pictures from the Day 3 discussion of how a toy or other item moves from a factory to its final destination.

Enrichment ■ Explain that we can see many things when we take a trip. Ask children to talk about things they might see while walking to a store compared to riding in a car to a store. Are there things we might see when we walk that we might not see when we ride in a car? If so, what might we see? (cracks in a sidewalk, things growing on the ground, a bird in a tree)

Center Activity

Provide transportation stencils, paper, colored pencils, and markers at the art center. Encourage children to use materials to create pictures focused on going on a trip.

Family Child Care

Invite children to pretend they are in charge of moving items from the factory to the store. Provide boxes and "trucks" to help them move the items.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 43

DAY 5

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Small Group

Skill and Goal

Motor development

Children will strengthen their locomotor skills by hopping and jumping.

For Option 2

Key Concepts

Review: Jump
Hop

Materials Needed

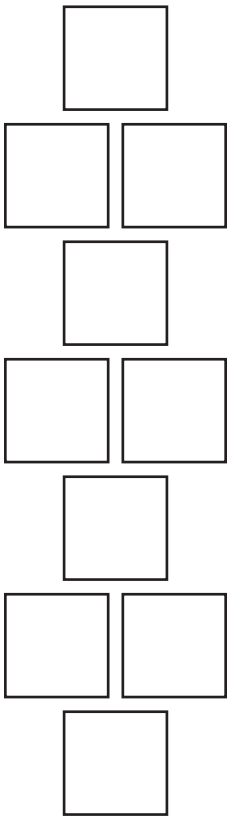
Tape or sidewalk chalk (see Be Prepared)

Option 1: Offer the Week 21, Day 5 activity to provide practice in jumping over an object.

Option 2: Support children in alternating jumping and hopping.

Be Prepared: Provide a straight path that alternates two squares for children to jump to and one square for children to hop to (see diagram) by using tape to form squares. Sidewalk chalk may be used to form squares for an outdoor activity. Provide up to 10 hop/jump designations. To enable two children to jump/hop at about the same time, provide a second pattern if space permits and additional adult assistance is available.

Open the session by demonstrating (or inviting a volunteer child to demonstrate) a pattern of jump, hop, jump, hop, jump, hop. (This pattern is used in hopscotch, but today's activity is not a hopscotch game.) Remind children that we land on both feet when we jump, and we land on one foot when we hop.



Invite children to take turns alternating a jump and a hop. Encourage children to name their movements ("hop, jump, hop, jump, hop, jump, hop"). It is not necessary for children to complete the path. This activity is not a competition.

To decrease challenge, children can jump instead of jumping and hopping. Encourage children to alternate landing with feet together in one square and with feet apart on two squares. For this arrangement, it might be helpful for a child to say or hear "feet together, feet apart, feet together, feet apart" as they jump along the path.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words

- Eric Carle's childhood experiences helped him write books for children (Day 1)
- Eric Carle's creative illustrations help readers understand numbers (Day 2)
- How an author gets ideas for a book (Day 3)
- How to use ideas to write a story and create illustrations (Days 4, 5)

Mathematics

Working with Shapes

- Review of how basic shapes can be different sizes (Day 1)
- Review of how shapes can be used to make a different shape (Days 2–5)

Self-Regulation

Focusing and Remembering

- Following requests by listening and remembering
  - ❍ *It's Raining, It's Pouring* game (Day 1)

Paying attention

- Using our sense of touch to describe an item behind our back
  - ❍ *What's Behind My Back?* game (Day 2)

Social-Emotional

Getting Along with Others

- Review of different ways we can play (Day 3)
- Review of how to ask someone to play (Days 4, 5)
- Review of what we can do when someone does not want to play with us (Day 5)

Science

Exploring Earth and Space

- How to use four of our five senses to describe soil (Day 1)
- How soil helps plants grow (Day 2)
- How soil is a home for some animals (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing combinations of different physical movements (Days 4, 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Print knowledge

Children will be familiar with the author Eric Carle, including how some experiences in Eric Carle's childhood helped him write books for children.

Key Concepts

New: Nature
Fact
Fiction

Materials Needed

Previously read Eric Carle book from classroom collection

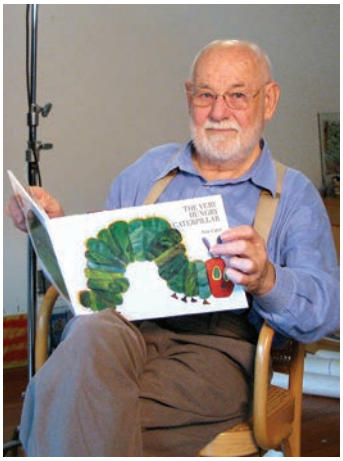
*1 picture as shown

The Very Busy Spider by Eric Carle

*Printables provided

BEGIN: [*Display one Eric Carle book previously read with children in your room.*]

This is a book we have read before. Does anyone remember the title of this book or what the book is about? (different responses based on book selected)



The author of this book is Eric Carle. This week we will find out how Eric Carle writes and illustrates books.

EXPLAIN: [*Display picture of Eric Carle.*]

This is a picture of Eric Carle. When he was a young boy, he enjoyed being creative using art materials like paint and paper.

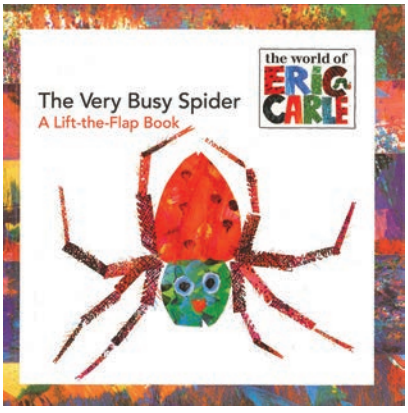
Eric Carle also liked to take walks with his father and learn about nature when he was young. **Nature** is everything in the world that is not made by people.

When he went walking with his dad, he saw bugs and caterpillars and trees and clouds. He learned to love nature on these walks.

ASK: Do you like to do any of the things Mr. Carle did as a child? If yes: What do you like to do?

EXPLAIN: When Mr. Carle got to be a grown-up, he started to write books for children. He remembered the walks outdoors that he took with his father when he was a boy. Mr. Carle decided to write about things in nature, like animals and insects.

Some of the information in Mr. Carle's books is true. Something that is true is called a **fact**. Other information in Mr. Carle's books is made up. Some of the people or the things that happen in the story are not real. Something that is made up is called **fiction**.



Let's read *The Very Busy Spider*. Let's think about things in the book that are about nature.

Let's also think about the things in the book that are true and the things that have been made up.

ACT: [*Read The Very Busy Spider.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 1

Understanding Words *continued*

Language/ Literacy

ASK: What parts of this book are about nature? (the sun, animals)

EXPLAIN: The spider in this story spins a web. Real spiders spin webs. This is a fact.

In Mr. Carle's book the animals talk to each other.

ASK: Do real animals talk to each other with words that people use? (no)

EXPLAIN: The idea that animals talk to each other using people words is made up. Remember, something that is made up is called fiction.

ASK:

- Why do you think Mr. Carle made up some things in the book he wrote? (to make the book fun to read)
- Why did Mr. Carle include information about nature? (because he liked looking at nature as a child)

EXPLAIN: This week we will read some books by Eric Carle. We will also write our own classroom story.

RECAP: Today we learned that Eric Carle was creative with art materials and took nature walks with his father when he was a boy. These experiences helped him write books for children when he became an adult.

Scaffolding Tips

Extra support ■ If children seem unclear about things in the story that are made up and things that are true, point out a particular animal and ask if a real animal would do what is described in the book. Example: "The dog in the book asks the spider if she wants to chase a cat. Do real dogs chase cats?" (Yes, that is true.) "Real dogs can chase cats. Do real dogs talk to spiders?" (No, real dogs do not talk to spiders.) That idea is made up.

Enrichment ■ Encourage children to think of animals they might want to add to the story. What animal or animals do the children have in mind? What might the animal say to the spider?

Center Activity

Add Eric Carle books to your library center for children to look at and read with friends. Provide flannel board pieces for children to retell a story.

Family Child Care

Have an Eric Carle "show and tell." Encourage children to search the book collection at their home or at the library, and to bring their favorite Eric Carle story to share with friends.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 1

Working with Shapes

123 Mathematics

3-5 YEARS

Large/Small Group

Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding that basic shapes can be different sizes.

For Option 2

Key Concepts

Review: Size

Materials Needed

Goldilocks and the Three Bears by Sarah Delmege

*3 bear cutouts

*3 different sizes of each of the following shapes: circles, squares, rectangles

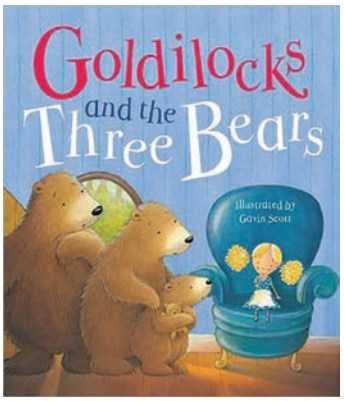
Chart paper

Tape

*Printables provided

Option 1: Offer Week 10, Day 2 to review different sizes of basic shapes.

Option 2: Engage children in noticing the size of the bears' items in a story and in sorting shapes by size.



Introduce the book. Explain that the book will help us remember that shapes come in different sizes. Remind children that size means how big something is.

As you read the book, pause to note the shape and size of the bears' bowls, chairs, and beds. Example: "I see three bowls. What shape are the bowls? Are the bowls the same size?"

After reading the book, describe and tape bear cutouts in a line at the top of a chart paper. Explain that we will help each of the bears get items in the correct size.



Display the three circle cutouts. Invite children to pretend the circles are the bears' bowls. Draw attention to the different sizes of circles. Ask children which bear should get which size of bowl. Invite volunteer children to tape each circle under its corresponding bear.

Display the three square cutouts. Invite children to pretend the squares are the bears' chairs. Repeat the process described above.

Repeat the process described above with the rectangles. Invite children to pretend the rectangles are the bears' beds.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

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 36, 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 36, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before called *It's Raining, It's Pouring*. Remember, we will use our hands and voices for this game.

ASK: How do we play *It's Raining, It's Pouring*?

EXPLAIN: We will make different noises for our pretend rainstorm. Before we make a new rainstorm, let's practice the sounds and actions we've done before. Remember, when we practice something, we do it many times so we can get better at it.

ACT: [*As you demonstrate each sound, and the action that produces the sound, invite children to imitate 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 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 at first, and then gradually 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."*]

Let's make a new rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

Now we will make a rainstorm with different sounds. Watch and listen carefully as I show you the new movements and sounds.

[*As you demonstrate each sound and the action that produces the sound, invite children to imitate 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.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

- First we will practice the sound of wind. Our wind will make a quiet whooshing sound.

  [*Lightly blow through your lips.*]
- Now we will practice the sound of raindrops.

  [*Click your tongue lightly.*]
- Next we will practice the sound of rain.

  [*Pat your hands on the floor slowly; and then more quickly.*]
- Our last practice noise is the sound of a heavy rainstorm.

  [*Clap your hands loudly. Add thunder sounds by saying "bam, pow."*]

Now let's make a new rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

[*Repeat the sequence if time permits and children remain appropriately engaged.*]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do.

In our game we made the different sounds of a rainstorm. We listened carefully when we practiced making each sound. We also listened carefully for the name of the sound we were to make.

Scaffolding Tips

Extra support ■ Continue each action or sound for a longer period of time for children who need additional transition time for moving from one action to another.

Enrichment ■ Invite children to try another rule change for *It's Raining, It's Pouring*: Make the sound of wind by rubbing hands together, the sound of raindrops by snapping your fingers, the sound of rain by clapping hands slowly then quickly, and the sound of a heavy rainstorm by patting knees loudly and saying "boom, crash."

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 1

Focusing & Remembering *continued*

Self-Regulation

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 rainstorms by reading books about rainstorms. As children listen to the books, encourage them to repeat sounds they may hear in the books. Examples: *Tap Tap Boom Boom* by Elizabeth Bluemle and *Thunder Boomer* by Shutta Crum.

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 1

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will use four of their five senses to explore characteristics of soil. They also will understand that soil is a natural and essential resource.

Key Concepts

New: Natural resource

Review: Soil
Nature

Materials Needed

Prepared chart (see Be Prepared)

*Five senses chart pictures

*1 picture (see Extra Support tip)

5 quart-size plastic bags (see Be Prepared)

Soil (see Be Prepared)

*Printables provided

Be Prepared: Use provided pictures to prepare a chart similar to one shown in activity plan. Today's activity involves children smelling and touching soil. Adapt the activity to accommodate the policy of your classroom or center regarding children's contact with soil. Fill five quart-size plastic bags with soil. You may wish to use soil that includes some small pebbles, rocks, a partially decomposed leaf, and/or pieces of a root. Five bags are recommended to facilitate sharing.

BEGIN: This week we will talk about something that many people love to play and work in. We will talk about dirt!

ASK: Do you know another word for dirt? (soil)

EXPLAIN: Remember, soil is the dirt we see on the ground.

ASK: Where can we find soil? (playground, yard, garden, farm field, etc.)

EXPLAIN: We are going to use four of our five senses to learn more about soil. We will not use our sense of taste. We should never taste soil because it might make us sick.

[*Display prepared chart. Point to parts of the chart as you describe each. Repeat each word as you write it on the chart.*]



Ognian Miadenov/flickr/(CC BY-NC 2.0)

I will record on this chart what we learn about soil. Our chart has one section for each of the five senses: see, hear, taste, smell, feel.

I will put an X under the word "taste" on our chart to remind us that we should never taste soil.

The first section of our chart focuses on our sense of sight. We use our eyes for our sense of sight. The word on our chart says "see." We use our eyes to see things around us. Let's use our eyes to take a look at our soil.

ACT: [*Pass around five bags of soil. Write children's descriptions on the chart under the corresponding sense.*]

- What do we see when we look at our soil? (dark colors, rocks or plants in soil, etc.)
- What do we hear when we listen to our soil? (no sound)
- What does our soil smell like? (like plants, dirty clothes, etc.)
- Let's use a finger to touch the soil (through the bag). What does the soil feel like? (hard, soft, etc.)

Let's review what we learned about soil.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

[*Point to and read your entries on the chart.*]

EXPLAIN: Soil is a **natural resource**. A natural resource is something found in nature that can be used by people. We know that nature is everything in the world that is not made by people. Some other natural resources are water and trees.

Soil helps people in many ways. Soil helps plants grow. Plants provide food for people and other animals. This is one of the big ways soil is helpful to people.

ASK: What else do plants need in order to grow? (water, sunlight, air, nutrients)

EXPLAIN: Plants get water from the rain or snow that falls to the ground. The soil in the ground holds the water. Plants use water held in the soil to make their food.

ASK: What part of a plant is found in the soil? (roots)

RECAP: Today we used four of our five senses to describe soil. We used a chart to record what we learned. Soil is a natural resource. A natural resource is found in nature and is very important to people. Soil helps plants to grow. How are plants helpful to people and other animals? (provide food)

Scaffolding Tips

Extra support ■ Display provided picture of roots in soil if children seem unclear about plant roots and their relationship to soil.

Enrichment ■ Ask children if they know why tasting soil could make us sick. (it is full of bacteria and germs) ■ Ask children what they think wet (vs. dry) soil would look like.



Natural Resources Conservation Service Soil Health Campaign/flickr/(CC BY 2.0)

Center Activity

Fill the sensory table or a tub with potting soil. Provide cups, bowls, spoons, magnifying glasses, and other items for exploration. Remind children not to taste the soil. You may wish for children to wear gloves to keep their hands clean.

Family Child Care

If weather permits, take children to an outdoor space where they can explore soil by looking. Provide magnifying glasses for children to get a closer look at soil.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 2

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Print knowledge

Children will understand how Eric Carle used creative illustrations to help readers understand number concepts.

Key Concepts

Review: Creative
Fact
Fiction

Materials Needed

The Very Hungry Caterpillar by Eric Carle

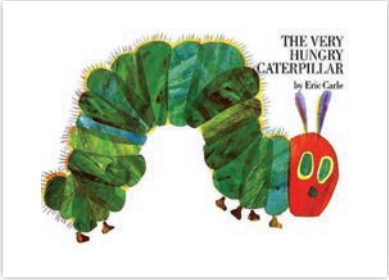
Also Promotes

Mathematics

Creative Expression

BEGIN: We are learning about Eric Carle and the books he writes. Yesterday we read *The Very Busy Spider*. It was about animals.

EXPLAIN: [*Display book cover.*]



Today we will read a book called *The Very Hungry Caterpillar*. This book helps us understand numbers.

ASK: Who remembers reading this book a while ago?

EXPLAIN: Let's read the book again and then talk about how Mr. Carle was creative in making illustrations for his book. We know that when we are creative, we use an idea to make or do something.

ACT: [*Read The Very Hungry Caterpillar.*]

ASK:

- What types of things did the caterpillar eat in this story? (apples, strawberries, pickles, ice cream)
- Did the caterpillar eat the same amount of each kind of food? (different amounts of different foods)

EXPLAIN: Let's look closely at the page where the caterpillar starts to eat different foods.

ASK:

- What do you see on this page with the apple? (has one apple, has a hole in it)
- Why do you think Mr. Carle illustrated one apple? (that is what the caterpillar ate)
- What are your ideas about why Mr. Carle put one hole on the page? (to let us know the caterpillar ate through one apple)

EXPLAIN: Mr. Carle was creative in putting a hole in the page to make it seem like the caterpillar ate through the page in the book. He used one hole for the one apple.

We learned yesterday that Mr. Carle liked to use paint, paper, and other art materials when he was a child. The books he wrote when he became an adult include his creative ideas.

We also learned yesterday that some information in Mr. Carle's books is made up and some of the information is real.

[*Turn to pages with fruit.*]

On these pages, the caterpillar eats through different kinds of fruit.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

ASK: Do we think that real caterpillars eat fruit? (yes)

EXPLAIN: Caterpillars can eat through different kinds of fruit. This is true. It is a fact.

[*Turn to next page with different kinds of food.*]

On these pages, the caterpillar eats through many different kinds of food.

ASK:
- Do you think that real caterpillars would eat a pickle? (no)
- What other foods on this page do we think a real caterpillar would not eat? (ice cream cone, lollipop)

EXPLAIN: Real caterpillars probably would not eat these things. This is something that Mr. Carle made up for the book. Remember, things that are made up are called fiction.

RECAP: Mr. Carle used creative illustrations in his book called *The Very Hungry Caterpillar*. The illustrations help us learn about numbers. Mr. Carle also included some information in his book that is made up. We call this fiction. There also is information in his book that is real. We call real information a fact.

Scaffolding Tips

Extra support ■ Children may benefit from a brief review or reminder of how Steve Jenkins and Robin Page were creative in designing their books. Display several of their books read and discussed in Week 37 (Creative Expression).

Enrichment ■ Point to several of the foods and discuss food characteristics that might make it difficult for a real caterpillar to eat. Example: Point to the lollipop and say "Lollipops are hard. Could a real caterpillar eat through something that is very hard?" ■ Encourage children to think of foods they could add to the story that a real caterpillar could eat (fact) and foods that a real caterpillar could not eat (fiction).

Center Activity

Provide play food items for children to sort into one of two different groups: foods a caterpillar probably would eat and foods a caterpillar probably would not eat. Encourage children to talk about why each item might or might not be eaten.

Family Child Care

Encourage children to look at the Eric Carle books in your setting to see if there are other Eric Carle books which help children understand number concepts. Examples: *1, 2, 3 To the Zoo*, *10 Little Rubber Ducks*, *Rooster's Off To See The World*, *My Very First Book of Numbers*.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 2

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding that a new shape can be made by putting together two different shapes.

For Option 2

Key Concepts

Review: Diamond
Diagonal
Equal

Materials Needed

*3 square cutouts of the same size

Scissors for adult use

Triangle shapes (pattern blocks)—2 per child

Diamond shapes (pattern blocks)—1 per child

*Printables provided

Option 1: Offer the first segment of the Week 9, Day 2 activity plan to review how shapes can be combined to make a new shape.

Option 2: Engage children in a review of how shapes can be used to form a different shape. Demonstrate how triangles can be used to make a diamond shape.

Remind children that we can make a new shape by cutting a square on its diagonal. Display a square. Describe and point to the diagonal (a straight line inside a shape that goes from one corner to another corner, but not an edge). Ask children what shapes are made when a square is cut on the diagonal. (two triangles) Fold the square on the diagonal and cut. Show children the two new shapes. Invite children to describe a triangle. (three straight sides)

Remind children that we also can make a new shape by putting together two different shapes. Demonstrate by displaying two square cutouts of the same size and putting the two squares next to each other to form a rectangle. Describe characteristics of each shape. Put the rectangle in horizontal and vertical positions to emphasize that a rectangle is still a rectangle when we move it to a different position.

Display and invite children to name a diamond shape (pattern block). Describe the shape of a diamond (four equal straight sides and four corners that do not look like the corners on a door). Remind children that when things are equal, they are the same. Display two triangle pattern block shapes. Ask children how we could use two triangle shapes to make a diamond. Put the triangle shapes together as children suggest or invite a volunteer child to demonstrate.

Give each child two triangles and one diamond. Encourage children to arrange their triangles to make a diamond. Children may wish to stack their triangles on top of the diamond or to place the triangles next to the diamond. Invite children to describe how they made their diamond.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 2

Paying Attention

Self-Regulation

3-5 YEARS

Small Group

Skill and Goal

Concentrate

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

Key Concepts

Review: Concentrate

Materials Needed

Small item—1 per child (toy banana, toy car, crayon, ball, block, etc.)

Also Promotes

Science

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

Let's play a game called *What's Behind My Back*? We will use our sense of touch to play the game.

ASK: What do we use to find out what something feels like? (hands, skin)



EXPLAIN: Each of you will have a small item to hold. You will hold your item behind your back. Putting your item behind your back means you cannot see it. You can only feel your item. When I place the item in your hands, do not look at it. Please do not look at your neighbor's item.

We will concentrate on what the item in our hands feels like. We know that when we concentrate, we pay close attention to something. We will each have a turn to describe our item. We can say whether our item is smooth, rough, hard, soft, small, large, round, short, or long. We can use whatever words will help us figure out what is in our hands. If we know what is in our hands, we need to work hard to not tell others. We want to describe what the item feels like and let others guess what it is!

After each of us describes our item, we will find out if anyone can guess what it is. I will go first.

ACT: [*Secretly put an item behind your back and describe how it feels. Use simple descriptors. After you have described your item, encourage children to guess what it is. After children have guessed, display the item. If children were correct, ask how they knew. What words were helpful in figuring out what was behind your back? If children did not accurately guess the item, ask what was hard about figuring out what was behind your back.*

After brief discussion of experiences in identifying the item in your hand, ask all children to close their eyes and put their hands behind their backs. Walk around the outer circle of children (who are facing inward) and carefully place an item behind the back of each child. Place the item in a child's hands, if possible (some children may use their hands to cover their eyes).

Give each child a turn, going in the order of circle placement. Remind children to not look at their item. Remind children to describe their item and try hard to not say what it is—if they know!]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 2

Paying Attention *continued*

Self-Regulation

RECAP: Today we played a game called *What's Behind My Back*? We used our sense of touch to concentrate on an item behind our back. What was the hardest part of our game? (telling about our item without saying what it was, finding words to describe our item, waiting for our turn, not peeking)

Scaffolding Tips

Extra support ■ Remind children to not say the name of their item if they know what it is. It is their job to describe their item. It is the job of other children to guess the item. But if a child blurts out the name, positively acknowledge that it is hard to concentrate on two things at the same time: what our item feels like and what we say about our item. ■ If you anticipate it will be too challenging for children to wait for their turn without looking at or telling about their item, distribute the items one at a time (when it is a child's turn to feel and describe). ■ If children need help with describing their item, ask questions to help them focus on certain characteristics. Example: "Is your item hard or soft?" ■ Children may wish to peek at their "hidden" item. Remind children to not say the name of their item. The goal is for children to describe how the item feels.

Enrichment ■ If children readily guess an item after characteristics are described, encourage them to try to figure out an item after only two characteristics are described.

Center Activity

Provide a brown paper bag and various items to put in the bag to extend today's activity. Invite children to describe an item in the bag as others try to guess what it is.

Family Child Care

Try this game outside with items found in the play area. Invite children to describe items, such as a stick or leaf.

The *What's Behind My Back?* game is described in the following source: Greenland, S. K. (2013). *The mindful child*. New York: Atria Paperback.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 2

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand the importance of soil to growing plants.

Key Concepts

Review: Soil
Vegetable

Materials Needed

And the Good Brown Earth by Kathy Henderson

Also Promotes

Language/Literacy

BEGIN: We are learning how soil helps plants to grow. We know that soil is also called dirt.

EXPLAIN: Today we will read a book about how soil helps vegetables grow in a garden. Remember, a vegetable is the part of a plant that we can eat.

[*Display book cover.*]



Our book is called *And the Good Brown Earth*. It was written and illustrated by Kathy Henderson. Our book is about growing things in the soil. The book calls soil the "good brown earth."

ACT: [*Read the book without interruption unless children ask questions or seem confused about some aspect of the book. At the end of the book, use questions, such as the following, to help children focus on the importance of soil to growing things in the garden:*

- *What did Gram and Joe do when it was "planting time"? (raked the soil and planted the seeds)*
- *What happened in the garden when it was "watching time"? (the rain was falling and the sun was shining, small plants began to grow)*
- *What happened in the garden when it was "weeding time"? (Gram used her hoe to "grub up" weeds between the rows)*
- *How did Gram know it was "watering time"? (the plants were drooping and the soil was dry)*
- *What did Gram and Joe do when it was "gathering time"? (they filled their baskets, Joe ate blackberries)*]

RECAP: Today we learned more about how soil helps plants grow. Our book talked about "doing what the good brown earth does best."

- What is the "good brown earth"? (soil)
- What did Joe and Gram do with the "good brown earth"? (dug, raked the loose soil and planted seeds in the soil, pulled weeds from the soil, gathered vegetables from the soil)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 2

Exploring Earth and Space *continued*

Science

Scaffolding Tips

Extra support ■ To help children connect the book to their experiences, ask if they've ever worked in or visited a garden. ■ Help children connect the book to the Week 40 information on seasons by pointing out snow on ground, trees flowering, etc.

Enrichment ■ Encourage children to name some of the plants that grew under the soil. (potatoes, carrots, parsnips, beets) Refer to the book if necessary.

Center Activity

Add several artificial plants, seeds, and small gardening items to the sensory table or tub filled with sand or soil. Encourage children to pretend they are planting items in the soil to eat.

Family Child Care

Take children to visit a garden plot or field of growing plants. Encourage children to compare the garden or field to the garden described in the book read in today's activity.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: The purpose of today's activity is for children to get ideas for a classroom book that is prepared on Days 4 and 5. Options for today include: taking a walk outdoors or in your center or in your classroom. Here is a preview of how an observation today could be used for preparing a classroom book: The simple observation of a squirrel in your neighborhood or playground could be developed into a fiction story of a squirrel looking for a place to live, finding different things on your playground/neighborhood (list what they are), deciding this is a good place to live, and being happy to find a home (conclusion of story).

Skill and Goal

Oral language

Print knowledge

Children will strengthen their understanding of how an author gets ideas for a book.

Key Concepts

Review: Fiction
Fact

Materials Needed

Chart paper

Marker

BEGIN: Beginning tomorrow we are going to write and illustrate a big classroom book.



EXPLAIN: First we need to get some ideas about what to include in our book.

We know that Eric Carle got ideas for his books by taking walks and looking at nature. Ideas for our book can come from things we see around us and from our own thinking.

Let's take a walk (place you determine). Let's look closely at what we see and listen carefully to what we hear. What we see and hear might give us some ideas for our book. Our ideas for a book can be made up (fiction) or things that are true (facts).

ACT: [*During the walk, help children focus on things they see and hear that might be included in the book as fiction and/or as fact.*

Return to large group and encourage children to help you make a list of things they saw or heard that might be included in the book.

Write children's suggestions on a chart. You might organize related items together. Example: list together all ideas related to plants and trees.]

RECAP: We thought of some good ideas for our book.

[*Review the list by pointing to and reading each item.*]

Tomorrow we will begin using some of our ideas to write a book. We also will make illustrations for our book.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

Extra support ■ During the walk, children may need suggestions of things that could become ideas for a book. Examples: a squirrel, a bird, a package being delivered to your center, a truck collecting trash, sounds of cars and trucks traveling on the street, a tree that is starting to get leaves, kitchen staff moving carts of food or used dishes in a hallway.

Enrichment ■ As book ideas are discussed (after the walk), ask whether each idea could be used as a fact or as fiction. (Could we make up a story based on something we actually saw?)

Center Activity

Provide paper and drawing tools for children to use in creating a picture of some aspect of today's walk. (The picture may or may not become part of the book.) Another option is to encourage children to look closely at illustrations in Eric Carle books. Example: "How did Mr. Carle use tissue paper to make the picture of the ladybug?" Books could include *The Grouchy Ladybug*, *The Mixed-Up Chameleon*, and *1, 2, 3 To the Zoo*.

Family Child Care

School-age children might wish to participate in center activities by asking preschool-age children about their drawings or talking with preschool-age children about details of illustrations in the Carle books.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 3

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of how a new shape can be made by taking apart another shape.

For Option 2

Key Concepts

New: Semicircle

Review: Diagonal

Materials Needed

*Small cutouts of the following 3 shapes: square, triangle, circle—1 per child and adult

Child-friendly scissors—1 pair per child and adult

*Printables provided

Option 1: Offer the second segment of Week 9, Day 2 to review how to take apart shapes.

Option 2: Engage children in taking apart shapes to make new shapes. This option involves a semicircle, which may not be familiar to some children.

Display a square cutout. Ask children what shape will be made if we cut the square down its middle. (two rectangles) Demonstrate by (1) folding the square down the middle, (2) pointing out the line made by the fold, and (3) cutting along the line. Ask what we made. (two rectangles) Ask children how we know they are rectangles. (four straight sides and four corners)

Display a triangle cutout. Ask children what shape will be made when we cut the triangle down the middle. (two triangles) Demonstrate by (1) folding the triangle down the middle, (2) pointing out the line made by the fold, and (3) cutting along the line. Ask what we made. (two triangles) Ask children how we know they are triangles. (three straight sides)

Display a circle cutout. Explain that we want to make a semicircle. Explain that a **semicircle** is half (part) of a circle. Ask children how we could make two semicircles from our circle. Demonstrate by (1) folding the circle down the middle, (2) pointing out the line made by the fold, and (3) cutting along the line. Name and describe the new shape. Trace the semicircle with your fingers as you describe it.

Give each child cutouts of three shapes (square, triangle, circle) and a pair of scissors. Encourage children to use scissors to make new shapes. Children may wish to take their shapes home or use them during center time to make a picture.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 3

Getting Along with Others

Social-Emotional

3-5 YEARS

Small Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of different types of play.



Key Concepts

Review: Pretend



Materials Needed

Play items (see Be Prepared)

Option 1: Offer the Week 1, Day 2 activity to review what it means to engage in pretend play, play alone, and play with others.

Option 2: Support pairs of children in determining and describing how an item could be used in pretend play.

Be Prepared: Select one item per pair of children that could be used in pretend play. Examples: blocks, dinosaurs, train, cup, spoon, dolls.

Explain that today we will use our imaginations to think of ways to pretend an item in our classroom is something else—or that we are someone else. 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. Sometimes we do both: the toy is something different and we are someone else! Show an item that could be used in pretend play. Invite children to describe how we could pretend this item is something else.

Arrange children in groups of two. Give each pair a toy item and invite the two children to talk together about how they could make believe the toy is something else and/or that they are someone else. Provide suggestions, if appropriate. Encourage children to think of something they have not done before with the item.

Invite children, one pair at a time, to describe how they could pretend with the item. If time permits, switch items and repeat the process described above.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 3

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand that some animals make their homes in soil.

Key Concepts

New: Predator

Review: Home
Burrow

Materials Needed

*4 pictures as shown (1 shown in Extra Support tip)

*Printables provided

Optional Reading

It's Moving Day! by Pamela Hickman

Underground Habitats by Molly Aloian

BEGIN: We are learning about soil. We know that soil helps us grow plants that provide food for people and other animals.

EXPLAIN: Today we will learn another way soil is important. Animals sometimes use soil as a home. We know that the place where someone lives is called home.

Some animals live under the ground to keep cool when it is hot outside. Other animals go under the ground to stay warm when it is cold outside.

Many animals sleep under the soil. An animal is safe when it lives in a burrow deep under the soil. Remember, a burrow is a hole or tunnel made by an animal in the ground.

[*Display two pictures of animal burrows.*]



Richard Webb/wikipedia/(CC BY-SA 2.0)



Lee Haywood/flickr/(CC BY-SA 2.0)

An animal that wants to go under the soil uses its claws, legs, and sometimes its teeth to dig a hole in the soil. It digs deep into the soil where it is dark to make a burrow.

Let's pretend we are animals digging a burrow under the soil.

ACT: [*Encourage children to pretend to dig a burrow in the soil.*]

Animals that sleep under the soil curl into a ball to stay warm. Let's curl into a ball and pretend we are an animal sleeping in our burrow.

[*Encourage children to curl into a ball and pretend to sleep.*]

EXPLAIN: Some animals live under the soil all of the time! Worms make their home in the soil. Worms find food and water in the soil.

[*Display picture of an anthill.*]



Karin Beil/flickr/(CC BY-NC-ND 2.0)

ASK:

- Have you ever watched ants build their home in the soil?
- What did you see?

EXPLAIN: Some ants live under the soil to stay safe from predators. A **predator** is an animal that eats other animals.

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Ants dig lots of tunnels in the soil. This is where they live. They find their food above the soil and then take it below the soil to eat.

RECAP: Today we learned how soil is a home for some animals. An animal's home in the soil keeps the animal safe. Some animals go under the ground to stay cool or warm, and some animals live under the soil to stay safe from predators.

Scaffolding Tips

Extra support ■ Display the provided picture of an ant farm to help children better understand an animal home under the soil. Explain that an ant farm is similar to the part of an anthill that is under the ground.



Enrichment ■ Ask children for their ideas about how animals can see under the soil where it is dark. (some have large eyes, moles have very small eyes and can only see light, some animals use their sense of smell)

Center Activity

Supply paper and drawing tools. Encourage children to draw pictures of animals living under the soil. Provide *pictures used in today's activity for children to use as a reference.

*Printables provided

Family Child Care

Consider building and maintaining an ant farm if this is of interest to children in your setting. Search the Internet for resources on how to make an ant farm.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 4

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Print knowledge

Children will strengthen their understanding of how a book idea is used to write words and create illustrations.

Key Concepts

New: Illustration

Materials Needed

List of book ideas generated on Day 3

Paper—1 per child

Drawing tools

Glue

Scissors

Also Promotes

Creative Expression

Be Prepared: In advance of today's activity, think about idea(s) from the Day 3 walk that can be moved into a simple book that involves children's creative illustrations. Provide clear guidance in the opening part of the activity about the book topic while, at the same time, encouraging children to offer suggestions of what the book should say. Probably not all ideas on the Day 3 list can be incorporated into a class book. Children may wish to pursue some ideas in their own book at a later time.

Use children's interests and book-making abilities to determine the complexity of the storyline and length of the book. One option is to create a basic description of the walk. Example: Our classroom walked (where). We saw many things (list them). We are excited about telling others about our walk. Another option is to pursue fiction possibilities with some of the things noticed during the walk. Examples: a squirrel turns one of the climber posts into a bedroom; an acorn shell is the ant's house.

A straightforward way to make the book is to write key parts of the book (introduction, middle, end) on separate sheets of paper that serve as the book's text pages. Children's illustrations can follow pertinent text pages. Example: a drawing of children going on a walk would be put after the introduction. You may wish to write descriptive words or phrases on children's pages. Encourage children to make an illustration that represents some part of the story.

Today and tomorrow are devoted to making the book.

BEGIN: [*Display list from Day 3.*]

Today we will use some ideas from our walk yesterday to write a book. We also will create illustrations for the book. An **illustration** is art found in a book. We can work on our book today and again tomorrow.

Let's think about some of the things we saw and heard yesterday. Maybe we could write a book about (point to and read items you think are especially promising as the main character of the book, such as bird, squirrel, ant, delivery person, our class).

ASK: What do you think we should write about in our book?

[*Encourage children to suggest topics. You may wish to offer your suggestions.*]

EXPLAIN: Let's write our book about (topic that seems to be of interest to most children).

Let's think about what happens first in our book.

[*Encourage children to suggest what is important about the topic. Examples: squirrel is looking for a place to live; children in our room were curious about a tree on their playground.*]

ACT: We can start by writing a first sentence.

[*Examples: squirrel is looking for a place to live; we were curious about a big tree on our playground.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

What could happen next?

[*Help children describe the next event in the story. Examples: the bus was taking people to a store; the delivery person was bringing food to our center; a squirrel put a bucket on his head. You may wish to include a number. Examples: the squirrel saw four children; the tree has three big branches; the delivery person wheeled five boxes into our center.*

Write a conclusion. Examples: we decided to give our big tree a name; the delivery person got in his truck and drove away; the squirrel decided to make our playground his home.

Read the text pages of the book.

If time permits, invite each child to begin creating a page that illustrates some part of the book. Children may wish to work in pairs or individually. Encourage children to describe what part of the book their illustration shows.]

RECAP: We used ideas from our walk yesterday to begin writing a book. We decided what came first and then what came next. We followed Eric Carle's ways of getting ideas for a book. What should we do tomorrow to finish making our book?

Scaffolding Tips

Extra support ■ Ask children specific questions as you write. Example: "Ndaye said she saw a rabbit hopping under the bush on our walk. What do you think the rabbit did under the bush, Sidney?"

Enrichment ■ Ask whether the book topic or selected sentences are fact or fiction. ■ Remind children that we learned how to create a story as a group several weeks ago when we used puppets as characters of a story. (Creative Expression Week 42, Day 3)

Center Activity

Provide materials for children to finish or develop illustrations for the book.

Family Child Care

Invite parents to read their favorite Eric Carle book to the children in your setting (can be done at any time during the week).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 4

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will broaden their understanding that shapes can be combined to make new shapes.

For Option 2

Key Concepts

New: Hexagon

Review: Triangle

Materials Needed

*Hexagon cutout

*Triangle cutouts—6 per child

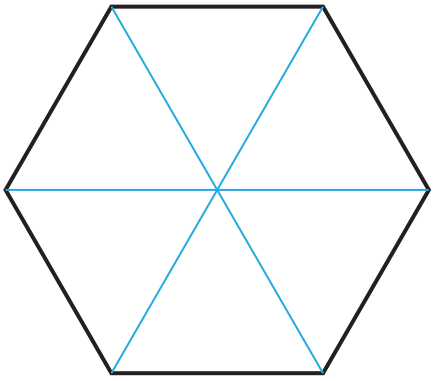
*Hexagon cutouts with lines showing triangles—1 per child

*Printables provided

Option 1: Offer the Week 9, Day 3 activity to review how to combine basic shapes.

Option 2: Introduce a hexagon. This option includes supporting children in arranging triangles to make a hexagon.

Display the hexagon cutout. Explain this shape is called a hexagon. A **hexagon** has six sides and six corners. Point out the hexagon's six sides as you trace each side with your finger. Then count each of the six corners as you point to each.



Display the hexagon cutout with triangles drawn inside it. Ask children what shape they see inside the hexagon. Describe and point to the six triangles inside the hexagon. Encourage children to count together the triangles as you point to each. Emphasize that six triangles of the same size can be used to make a hexagon.

Invite children to each make a hexagon by putting together six triangles. Give each child six triangles and a hexagon cutout with triangles drawn inside. Encourage children to put together their six triangles to make a hexagon. Children may place their triangle cutouts on top of each outlined triangle on the template, or they may put together their triangles to make a hexagon next to the hexagon cutout.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 4

Getting Along with Others

Social-Emotional

3-5 YEARS

Large/Small Group

Skill and Goal

Relationship skills

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

Key Concepts

Review: Share

Materials Needed

*3 pictures as shown

Join In and Play by Cheri J. Meiners

*Printables provided

Option 1: Offer the Week 1, Day 3 activity to review ways to initiate play with another child.

Option 2: Read the book *Join In and Play* with children and discuss ways to ask someone to play.



Describe what is happening in your room regarding children playing together. Examples: "Some children are new to our room. Sometimes we are not sure how to start playing together." "Sometimes we want to play with someone but we do not know how to ask to play."

Introduce the book. Explain our book today will give us some ideas about how to join other children who are playing. Encourage children to listen carefully to how the girl in the story tries to join other children who are playing.



Read *Join in and Play*. At the conclusion of the book, encourage children to describe how the girl tried to join others as they played. Show pictures from the book to provide reminders.



Display and describe the three provided pictures, one at a time. For each picture, ask children what is happening in the picture and whether the girl in the book used this way to join another child in playing. After all pictures have been discussed, ask children whether the girl used any other ways to join someone who is playing or whether they have another idea (not shown in one of the provided pictures) about how to join other children in playing.



Encourage children to try one of the ideas discussed today when they want to ask someone to play.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 4

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will practice combinations of different physical movements.

For Option 2

Key Concepts

Review: March
Walk
Jump
Hop

Materials Needed

None

Also Promotes

Self-Regulation

Option 1: Offer the Week 22, Day 4 activity to practice marching, walking, jumping, and hopping.

Option 2: Engage children in playing a game of *Follow the Leader* that combines marching, walking, jumping, and hopping.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited.

Invite children to play a fun game called *Follow the Leader*. Explain that we play the game by following each other in a single line. The person at the front of the line is the leader. The leader decides how we will move and then leads us around our activity area. It might be helpful to demonstrate how to play this game with another adult.

Include up to four of the following movements in the game. Describe and invite volunteer children to demonstrate each movement before you begin the game.

- 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

Invite children to form a line. Make sure there is adequate space between children so no one bumps into the person in front of them. An adult should be the leader for the first round. If time permits, provide opportunities for children to take turns serving as the leader.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Print knowledge

Children will strengthen their understanding of how a book idea is used to write words and create illustrations.

Key Concepts

Review: Illustration

Materials Needed

List of book ideas generated on Day 3

Paper—1 per child

Drawing tools

Glue

Scissors

Also Promotes

Creative Expression

BEGIN: [*Today's activity is a continuation of the Day 4 book-making activity. Encourage children to make one or more illustrations that go with the book text. Talk with children about their illustrations. Devote time toward the end of the session to read the (unassembled) book and talk about the illustrations. Decide with children where the completed book should be placed in your room for all to enjoy. Some children may wish to help you (or watch you) assemble the book.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 5

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will broaden their understanding that shapes can be combined to make new shapes.

For Option 2

Key Concepts

Review: Diagonal
Square
Triangle
Rectangle

Materials Needed

*Triangle cutouts—2 per child

*Square cutouts—2 per child

Glue sticks—1 per child

Paper—1 per child

Scissors—(for staff only)

Also Promotes

Physical/Health

*Printables provided

Option 1: Offer the Week 9, Day 5 activity to review combining shapes to make a new shape.

Option 2: Open the session by displaying square and triangle cutouts, one at a time, and asking children to name and describe the shape. Move your finger along the outline of each shape as it is described.

Remind children that we can make a shape from other shapes. Demonstrate and describe how to make (1) a square using two triangles and (2) a rectangle using two squares. Remind children that the two triangles go together at the diagonal of the square.

Explain that today each of us can make a square and a rectangle by putting shapes together and gluing them on a piece of paper.

Provide each child with two triangle cutouts, two square cutouts, a piece of paper, and a glue stick. Encourage children to sort the four shapes into the two groups each will use for making two shapes (two triangles = a square, two squares = a rectangle).

Provide individual assistance only when needed. It is beneficial for children to figure out on their own which of their four shapes form a square and rectangle and how to put the appropriate shapes together.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 5

Getting Along with Others

Social-Emotional

3-5 YEARS

Large/Small Group

Skill and Goal

Relationship skills

Children will strengthen their understanding of how to initiate play with others and how to respond to someone who does not want to play.

Key Concepts

Review: Share

Materials Needed

None

Option 1: Offer the Week 2, Day 3 activity to practice ways to react to different child responses (yes, no) to an invitation to play.

Option 2: Engage children in discussing what children in different situations could do when someone does not want to play.

Be Prepared: Read through the scenarios described below and select several that would be especially beneficial to discuss with children in your room.

Open the session by reminding children that sometimes the person we ask to play with us does not want to play. Explain that sometimes children want to do different things or may want to play alone. Also sometimes children do not want to share a toy. Today we will talk about what a child might do when someone does not want to play with him/her.

Describe in your own words one of the scenarios offered below. Engage children in a discussion of what the child in the situation might do. Embed one or more of the following options in the discussion if children seem unclear about what a child could do; or if children offer a limited range of possibilities. These reactions were introduced in Social-Emotional Week 2, Day 3:

- Ask if we can play together later
- Ask a different person to play
- Do not feel bad or get mad

Scenario #1: Sheila is playing alone in the block area. She has three blocks placed together on the floor. Stephan approaches her and hands her a block the same size as the three blocks. Stephan says, "Can I help you build?" Sheila says, "No." What could Stephan do?

Scenario #2: Caleb sees Sam playing in the dramatic play area. Caleb walks over to Sam and says, "Let's play fire station." Sam says, "I don't want to play fire station." What could Caleb do?

Scenario #3: Kynetta picked up her favorite puzzle and took it to Desmond. Kynetta handed Desmond a puzzle piece. Desmond gave the puzzle piece back to Kynetta and walked away. What could Kynetta do?

Scenario #4: Amara looks through the magnifying glass and describes what she sees in an excited voice. She marches to Kenneth and says, "Come look at the leaf through the magnifying glass with me. It is so cool!" Kenneth says, "I don't want to look at a leaf." What could Amara do?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 5

Getting Along With Others *continued*

Social-Emotional

Scenario #5: Yesica spins the spinner and moves a counter two spaces. She spins the spinner again and moves a different counter one space. She says, "I wish someone would play this with me." She looks across the table and sees Ivan. She says, "Ivan, will you play with me?" Ivan says, "No thanks." What could Yesica do?

Scenario #6: Michael runs to Quentin on the playground and says, "Will you chase me?" Quentin shakes his head "no" and walks in the other direction. What could Michael do?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 44

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large/Small Group

Option 1: Offer the Week 22, Day 5 activity to practice combinations of marching, jumping, hopping, and galloping.

Option 2: Engage children in a *Simon Says* game that combines two or more of the following movements: marching, jumping, hopping, and galloping.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited.

Invite children to play *Simon Says*. Explain that Simon will ask us to do different physical movements. Describe and invite volunteer children to demonstrate the following movements, if appropriate: jump, hop, march, gallop. Remind children to spread out so we do not bump into each other.

Lead children in the game. Use combinations of two similar movements, such as hop and jump, or march and gallop. Repeat in reverse order. Add a third movement to the mix if children readily engage in combinations of two activities.

Skill and Goal

Motor development

Children will practice different combinations of physical movements.

For Option 2

Key Concepts

Review: Jump
Hop
March
Gallop

Materials Needed

None

Also Promotes

Self-Regulation

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words

- How author Janell Cannon's interest in animals helped her write books (Day 1)
- How Janell Cannon's illustrations can help people like animals that may make them feel scared (Day 2), and her story helps us remember to be kind to people (Day 3)
- How changes in an illustration of the same item can help tell a story (Days 4, 5)

Mathematics

Counting Things

- Practicing how to make groups of different numbers of items (Days 1, 2)
- Comparing groups of different amounts of items (Day 3–5)

Self-Regulation

Paying Attention

- Practicing concentration by looking closely at the color of someone's eyes
  - *Hello Game* (Day 1)
- Following requests by watching and taking turns
  - "Silly Faces Song" (Day 2)

Social-Emotional

Getting Along with Others

- Reviewing how to take turns (Day 3)
- Reviewing how to cooperate (Days 4, 5)

Science

Exploring Earth and Space

- Different external characteristics of rocks (Days 1, 2)
- Comparing wet and dry rocks (Day 3)
- How water on a rock shows a rock's colors, spots, and lines (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing how to balance and shift our weight (Day 4)
- Practicing how to roll our bodies (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Print knowledge

Children will be familiar with the author Janell Cannon, including how her interest in animals helps her to write books for children.

Key Concepts

Review: Fact
Fiction
Imagination

Materials Needed

Stellaluna by Janell Cannon

BEGIN: [*Display book cover.*]

This week we will learn how another author and illustrator creates books. The name of the author and illustrator is Janell Cannon.



This is one of Ms. Cannon's books. It is a book about a bat named Stellaluna.

[*If you have read this book previously with children in your group, here is an alternative approach to the book. "We (some of you) have read this book before. What do we remember about this book?"*]

EXPLAIN: When Ms. Cannon was a young girl, she liked all kinds of animals. She especially liked insects and other animals like bats, spiders, frogs, and snakes. She liked animals that most people didn't like or were afraid of.

Sometimes, animals like frogs and snakes were her pets. She thought they were beautiful, even when other people didn't think her animals were beautiful.

ASK:

- What animals do you like?
- What animals live in your backyard or in your neighborhood?
- What animals do we see when we're at our center (on the playground, classroom pet)?

EXPLAIN: When Janell Cannon got to be a grown-up, she wanted to help children to learn about animals. She decided to draw pictures and write stories.

She gets ideas for her stories by watching real animals. Sometimes she looks at photographs of animals to help her draw.

ACT: Let's read *Stellaluna* and see what happens. As we read the story, let's think about what animals are in the book.

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

ASK: What different animals are in this book? (bats, birds, owl)

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

EXPLAIN: Birds, owls, and bats are all real animals. Some of the things that they do in the book are real too. At the beginning of the story, Stellaluna hung upside down on a branch by her feet. This is something that is true. Bats hang upside down by their feet. It is a fact.

It is also a fact that owls chase other birds at night.

ASK:
- In this book, the bats and the birds talk to each other. Do bats and birds talk to each other with words like people do? (no)
- Is this something that is made up? (yes)

EXPLAIN: The idea that bats and birds talk to each other using people words is fiction. It is made up.

Ms. Cannon got ideas for her stories while she did drawings of animals. She uses her drawings, thinking, and imagination to create a story. Remember, we can think of new or pretend things when we use our imagination.

Some of the information in Ms. Cannon's books is made up. Her stories also include true information about animals.

RECAP: Today we learned about the author Janell Cannon. We learned that she likes animals. She gets ideas for her stories by watching animals and by drawing animals.

Scaffolding Tips

Extra support ■ If children have difficulty identifying things in the story that are made up and things that are true, point out an event in the story and ask if a real animal would do the same thing that is in the book. Examples: "Would real fruit bats hang upside down?" (Yes, that is true) "Do real fruit bats talk to birds or eat insects?" (No, real fruit bats don't talk, and they eat fruit, not insects) That idea is made up.

Enrichment ■ Encourage children to think of animals they might want to add to the story. What animal or animals do children have in mind? What might the animals do or say? ■ Review the last two pages of the book containing factual information about bats. Provide the book for children to look at in the library corner.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 1

Understanding Words *continued*

Language/ Literacy

Center Activity

Cut apart provided *bird, bat, and owl cutouts and place on the back of each a small hook and loop fastener for use on a flannel board. Encourage children to use flannel board pieces in retelling the story of *Stellaluna*.



*Printables provided

Family Child Care

School-age children in your setting might enjoy helping you read *Stellaluna* to other children.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will deepen their ability to form equal groups, groups with more items, and groups with fewer items.

For Option 2

Key Concepts

Review: Equal
More
Fewer

Materials Needed

*Large dot cards 1–9

Identical counters—10 per child

*Printables provided

Option 1: Offer the Week 8, Day 2 activity to review forming equal groups.

Option 2: Support children in making a group of items that is more than, fewer than, or equal to the number of dots on a randomly-selected card.

Explain that we will pick a dot card, and then each of us will practice making a group of counters (circles). The number of counters we put in our group may be more than, or fewer than, the number of dots on our card. The number of counters we put in our group also may be equal to the number of dots on the card. Remind children that equal means things have the same amount.

Place the dot cards face down in random order in a stack in front of you. Give each child 10 counters. Invite a child to pick one card and show it to all children. Then invite children to use their counters to make a group that is equal to the number of dots on the card. If appropriate, lead children in counting the number of dots on the card as you point to each dot.

Encourage children to return the counters in the group they made to their collection of 10 counters. Then invite another volunteer child to pick and display a different card. Encourage children to make a group that has more counters than the number of dots on the card. The number of counters children put in their respective groups does not matter as long as the group has more counters than the number of dots on the card.

Repeat the process described above, this time inviting children to make a group that has fewer counters than the number of dots on the selected card.

Continue as time and children's interest permit. Alternate the three options (equal, more, fewer) unless it appears that children need more practice with one of the concepts.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

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 we've played before 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.

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

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 we've played before 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.

Family Child Care

Invite children to greet family members at pickup time with an observation about the family member's eyes. Example: "Hello Daddy, your eyes look brown to me today."

The *Hello Game* is described in the following resource: Greenland, S. K. (2013). *The mindful child.* New York: Atria Paperback.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 1

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will recognize differences in external characteristics of rocks.

Key Concepts

New: Rock
Interesting

Materials Needed

Small rocks—2–3 per child

Plastic baggies—1 per child (see Be Prepared)

Also Promotes

Social-Emotional

Optional Reading

Let's Go Rock Collecting by Roma Gans

Be Prepared: Today's activity involves children going on a rock hunt outside. Bring a small cloth on the rock hunt to remove dirt that may be on rocks found by children. Also bring one plastic baggie per child. You may wish to write each child's name on a baggie in advance of the rock hunt. If small rocks are not readily available in your classroom's outdoor area, please import a variety of small rocks and place them in different locations in your outdoor space. Provide an average of 2–3 rocks per child. The activity may be adapted for indoor space, if necessary.

BEGIN: Today we will begin to learn about rocks. A **rock** is a hard object that makes up part of the earth. Rocks are all around us. Rocks can be found almost anywhere we go.

EXPLAIN: Today we will go on a rock hunt. We will each pick up the most interesting rock we see. Something that is **interesting** makes us want to look at it carefully or to know more about it.

Each of us will have our own idea about which rock is the most interesting.

ASK: Is it important for our friend to think we have found a very interesting rock? (no)

EXPLAIN: After each of us finds an interesting rock, we will bring our rocks inside and talk about what we found.

ACT: [*Take children outside to look for rocks. Put each child's most interesting rock in a separate baggie that is labeled with the child's name.*

After the rock hunt, invite children to sit in a large circle. Place the rocks in baggies in the center of the circle (not one rock in front of each child), with sufficient spacing between rocks so children can see the range of rocks collected during their hunt.]

ASK: We found some very interesting rocks today.

- How are our rocks different in size?
- How are our rocks different in color?
- What differences do we see in the shapes of the rocks?
- How are our rocks the same? (all hard)

RECAP: Today each of us looked for an interesting rock during our rock hunt. Our rocks are different in size, color, and shape. Tomorrow we will take a closer look at our rocks and learn what rocks are made of.

[*Ensure children carefully wash their hands at the conclusion of the activity.*]

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Scaffolding Tips

Extra support ■ During the rock hunt, encourage children to focus on specific characteristics or details of rocks by comparing two or three rocks.

Enrichment ■ Ask children if it was difficult to decide which rock was the most interesting. Why or why not?

Center Activity

Add sand and several different types of rocks to the sensory table or tub. Provide magnifying glasses, cups, bowls, and spoons to support children's experiences.

Family Child Care

If possible, take children to an area with a large collection of rocks so they can look at a wide range of rocks.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 2

Understanding Words

Language/ Literacy

3-5 YEARS

Large/Small Group

Skill and Goal

Oral language

Print knowledge

Children will understand how Janell Cannon uses drawing to tell stories about animals.

Key Concepts

New: Hyena
Savanna
Zoo
Sketch

Review: Fact
Fiction

Materials Needed

Pinduli by Janell Cannon

Also Promotes

Social-Emotional

Creative Expression

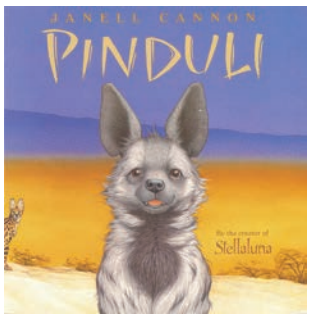
BEGIN: We are learning about Janell Cannon and the books she writes. She writes books about animals. She wants the illustrations in her books to help tell the story.

EXPLAIN: Yesterday we read *Stellaluna*. Remember, Stellaluna is a bat.

Today we will read a book called *Pinduli*. This is a book about a hyena. A **hyena** is an animal that is about the size of a big dog. In this book, the hyena lives on a savanna in Africa. Africa is a huge area of land on our earth. The **savanna** is a flat landform with few trees.

[*Display book cover. Point out that the illustration shows a hyena.*]

Let's read this book and see what happens.



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

ASK: There were many different kinds of animals in this story. Which animals do you remember? (Pinduli the hyena, dogs, lion, zebra, fox, vulture, owl)

EXPLAIN: These are all real animals. They all live on a savanna in Africa.

Janell Cannon says that she often gets the ideas for her books by going to the zoo. A **zoo** is a place where we can go to see lots of different animals.

ASK:
- Have you ever been to a zoo?
- What did you see?

EXPLAIN: When Ms. Cannon is at the zoo, she watches the animals very carefully. She gets ideas for her stories by first making sketches of animals. A **sketch** is a rough drawing. It is not finished. Drawing helps Ms. Cannon to stretch her imagination to create a story. Let's look inside the cover of the book to see some of her sketches.

[*Point to sketches inside the cover of the book.*]

ASK: What animals do you see here? (lion, zebra, owl, snake, dog, fox, hyena)

EXPLAIN: Janell Cannon says that she wants her drawings to help people begin to like different kinds of animals. She wants her illustrations and books to help us better understand animals that may make us feel uncomfortable or scared.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 2

Understanding Words *continued*

Language/ Literacy

RECAP: Today we read another book by Janell Cannon. *Pinduli* is a story about an animal called a hyena that lives on a savanna in Africa. Some of the things in the story were facts. They were true and some things in the story were not true. They were fiction. We also learned that Ms. Cannon tries to use her illustrations to help people like animals that they were once afraid of. Ms. Cannon first makes sketches of animals. A sketch is a rough drawing. It is not a finished drawing.

Scaffolding Tips

Extra support ■ Provide prompts if children are unsure of the names of animals in the book. ■ Remind children that we may feel scared when we are afraid of something (Social-Emotional Week 20, Day 2).

Enrichment ■ Explain that the huge area of land called Africa is a continent. There are seven continents in the world. Antarctica is one of the continents. Ask children if they remember learning about Antarctica (Science, Week 17).

Center Activity

Provide books about animals that are probably unfamiliar to children in your room. Examples: *Platypus! (Step into Reading)* by Ginjer L. Clarke and *"Slowly, Slowly, Slowly," said the Sloth* by Eric Carle.

Family Child Care

School-age children might wish to look at books about animals that are unfamiliar to children in your setting and enjoy talking with preschool-age children about what they find.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will practice forming equal groups.

For Option 2

Key Concepts

Review: Equal

Materials Needed

Big Fat Hen by Keith Baker

Counters—19 per child

Option 1: Offer the Week 8, Day 4 activity to review forming groups that are equal.

Option 2: Engage children in making two groups of items, each equal to a different numeral in a book.



Introduce *Big Fat Hen*. Explain it is a book about numbers. We will pause while we read the book to make groups equal to the numbers we read in the book. Ask children what it means when things are equal. (they are the same)

Give each child 19 counters. Read the page that says, "1, 2." Invite children to make a group of one counter and a second group of two counters. After children make their groups, reread the page with numbers, point out that each number shown on the page is equal to one of our groups, and read the following page.

Continue the process described above, beginning on each page that displays two numbers. Stop making groups when you reach the page that says "and her friends."

At the conclusion of the book, remind children that we made groups that were equal to numbers on a page. Then ask whether the two groups we made for each page were equal. (no, our groups had different numbers of counters; each group was equal to a number on a page)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

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 44, 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 44, 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 takes his/her turn making a silly face, encourage the other children to imitate the silly face.*

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 2

Focusing & Remembering *continued*

Self-Regulation

EXPLAIN: Now we are going to change our song a little. This time we are going to call our song the "Sad Faces Song." When we sing the "Sad Faces Song," we will each get a turn to make a sad face. Show us your sad face! Let's try it!

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

If a child chooses not to make a sad 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 sad face wish to do so after all other children have gone, invite them to do so.]

RECAP: Today we practiced paying attention to other children and copying someone else's silly and sad face!

Scaffolding Tips

Extra support ■ If children are unsure of a silly or sad 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 and sad faces. ■ If the "Silly Faces Song" or "Sad Faces Song" lead 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/sad 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 ■ For more variety, invite children to replace "sad" in the song with "angry" or "surprised." As the group sings, invite each child in turn to make an angry or surprised face and encourage the group to imitate the expression

Center Activity

Encourage children to continue the "Sad Faces Song." Invite children to change the song to include options other than making a sad face. Examples: doing a sad dance or moving in a sad way.

Family Child Care

Sing the "Sad 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 2

Exploring Earth and Space

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will strengthen their understanding of external characteristics of rocks.

Key Concepts

Review: Characteristic
Magnifying glass

Materials Needed

Children's rocks found on Day 1

Magnifying glasses—1 per child

Science journals

Drawing tools

Optional Reading

National Geographic Readers: Rocks and Minerals by Kathleen Weidner Zoehfeld

BEGIN: We are learning about rocks.

- What did we do on our rock hunt yesterday? (each found an interesting rock)
- Did all of our rocks look the same? (no; differences in size, shape, color)

ACT: [*Give each child the baggie containing the rock he/she found yesterday, plus the child's science journal. Invite children to remove their rock from its baggie.*]

EXPLAIN: Today we will use a magnifying glass to look at our rocks, and then we will draw a picture of our rock in our science journal.

ASK: How does a magnifying glass help us see things better? (can see things up close)

EXPLAIN: Let's look closely at our rock before we begin drawing a picture of our rock. Let's focus on our rock's color, shape, and size. These are characteristics of our rock that we could include in our drawing. Remember, a characteristic is something special about our rock.

ACT: [*As children draw, gently mention some rock characteristics they may wish to include in their drawing: color, shape, size.*]

RECAP: Today each of us looked closely at characteristics of our rock using a magnifying glass. We then drew a picture of our rock in our science journal. Who would like to tell us what is interesting about their rock?

Scaffolding Tips

Extra support ■ Help children who may need guidance on how to use a magnifying glass with their rock. ■ As children describe their journal drawings, help with vocabulary if needed. Repeat their descriptions as a model for others. Example: "Callie said her rock was small with silver sparkles in it."

Enrichment ■ Ask children how use of a magnifying glass helped them include characteristics of their rock in their drawing. How would their drawing be different if they did not use a magnifying glass to look closely at their rock?

Center Activity

Supply a collection of rocks, glue, googly eyes, markers, and other decorative items that can be used to decorate a "pet rock."

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

Family Child Care

Encourage pairs of children to look closely at each other's rock to compare characteristics. How are the two rocks similar and different?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large/Small Group

Skill and Goal

Oral language

Print knowledge

Children will understand how Janell Cannon uses illustrations in her books to help readers learn that it is important to be kind to other people.

Key Concepts

Review: Sketch

Materials Needed

Pinduli by Janell Cannon

Clipboards—1 per child

Paper—1 per child

Drawing tools—1 per child

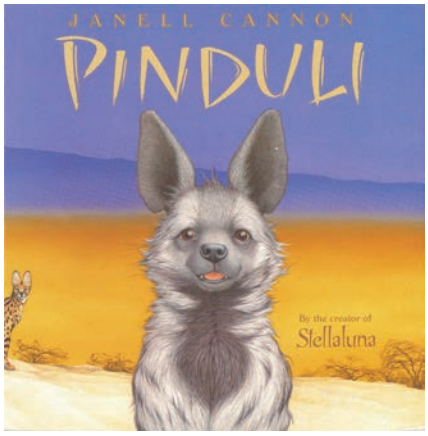
Also Promotes

Social-Emotional

Creative Expression

BEGIN: We are learning about Janell Cannon and the books she writes. She writes books about animals. Ms. Cannon gets ideas for her stories as she sketches and draws. Remember, a sketch is a rough drawing. It is not finished.

EXPLAIN: [*Display book cover.*]



Yesterday we read *Pinduli*. Today we are going to look more carefully at the illustrations. We are also going to do some drawing.

ASK: What animals were in this story? (Pinduli the hyena, lion, zebra, dogs, fox, owl)

EXPLAIN: All of the animals in the story made fun of Pinduli. They said mean things about how she looked.

ASK:
- How do you think this made Pinduli feel? (sad, bad)
- How would we feel if somebody made fun of how we look?

EXPLAIN: Pinduli felt so bad that she rolled in the mud and the dust to try to make herself look different. The other animals thought she was a ghost! They were scared! They didn't know it was really Pinduli.

ASK: [*Turn to the page that begins: "As she headed back to the rocky den . . ." Focus on the opposite page.*]

How do the drawings in the book help us to understand that the animals felt scared? (big eyes, lion crouched down, running away)

EXPLAIN: Then the animals ran away, but they ran into a place where they couldn't get out. They were trapped. The animals explained that they had said something to hurt Pinduli's feelings because someone had been mean to them.

The animals apologized to Pinduli and each other. The animals learned that mean words can hurt someone's feelings.

ASK:
- Do you think it is okay to say mean things to someone because someone else has been mean to you?
- How does our book help us remember that it is important to be kind to other people? (by telling us how Pinduli's feelings were hurt when other animals made fun of her)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Language/ Literacy

EXPLAIN: Drawings are a very important part of Janell Cannon's stories. Ms. Cannon wants the drawings in her book to help us understand what is happening in the story. She says that she gets the ideas for her stories when she sits quietly and draws what she sees.

Let's practice doing what Ms. Cannon did to get ideas for her books. Each of us can make a sketch of something that interests us. It can be a sketch of a tree or another child or a toy or something else you want to draw. It does not need to be an animal. Each of us can do a sketch of something different. Remember, a sketch is a rough drawing. It is not finished. We looked at some sketches in Ms. Cannon's books.

Each of us will get a piece of paper, a pencil, and a clipboard. Move to the part of our classroom (or outside) where you want to make a sketch of something. I will put your name on your paper when you are done.

ACT: [*Put children's names on their work and keep their sketches for use on Day 5.*]

RECAP: Today we talked about how Ms. Cannon used illustrations and a story to remind us that it is important to be kind to other people. We learned how Ms. Cannon used sketches and drawings to help tell a story. We also drew our own sketches.

Scaffolding Tips

Extra support ■ Remind children that when we apologize, we let someone know we feel bad about something we've done or for causing a problem. (Social-Emotional Week 23, Day 3). ■ Some children may benefit from looking again at examples of Ms. Cannon's sketches in *Pinduli*.

Enrichment ■ Display the book's back cover. Invite children to describe the drawings. (animals sitting together) What do the drawings tell us about how the animals felt at the end of the story? (getting along with each other, not saying mean things)

Center Activity

Provide copies of Ms. Cannon's other books for children to look at and enjoy. Encourage children to look closely at her illustrations and try to determine what the story is about.

Family Child Care

School-age children in your setting might enjoy helping you read *Pinduli* to other children.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large/Small Group

Skill and Goal

Number knowledge

Children will practice comparing groups of different amounts.

For Option 2

Key Concepts

Review: More
Fewer
Equal

Materials Needed

Plastic cups—1 per child (see Be Prepared)

Pom-poms (see Be Prepared)

Option 1: Offer the Week 13, Day 1 activity to review comparing groups of different amounts.

Option 2: Engage children in comparing different amounts of pom-poms in plastic cups. This option involves children determining how many more items would be needed to make groups equal, when the groups are not equal.

Be Prepared: Fill plastic cups with groups of 1–10 pom-poms. The number of pom-poms should vary across cups. Keep a set of nine pom-poms for your use in the activity.

Arrange children in a circle. Explain that each of us will get a plastic cup with a group of pom-poms. Our cups have different amounts of pom-poms. We will compare groups of pom-poms to determine which group has more. Remind children that when something has more, it has a larger (or bigger) number of something. Explain that sometimes our two groups of pom-poms may be equal. Remind children that equal means things are the same.

Invite two children sitting next to each other to go first. Give each child a cup of pom-poms. Invite the two children to dump the pom-poms out of their cups, with each child keeping his/her pom-poms in a small group (do not combine the two cups of pom-poms). Invite one of the children to lead children in counting aloud his/her pom-poms. Invite the other child to do the same with his/her pom-poms.

Ask the two children whether one of the groups has more pom-poms. If the answer is "yes," ask two follow-up questions:

- Which group has more, and
- How many pom-poms would the group with fewer pom-poms need to make the two groups equal?

As part of the last question, it may be helpful to ask the two children to point to the group that has fewer pom-poms. Also, for demonstration purposes, offer your collection of pom-poms to the child with the smaller group. Encourage the child to add the appropriate number of pom-poms to his/her group, so the two groups are equal. Describe for all children what the child is doing with your collection of pom-poms and how the two groups are equal after he/she adds the appropriate number of pom-poms to the group with fewer pom-poms.

Invite the two children to return the pom-poms to their cups and give the cups to you. Continue the process described above until all children have had a turn to dump a cup of pom-poms and compare

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

the two groups. Move systematically around the circle, inviting the next two children sitting next to each other to take a turn. Omit the demonstration of adding more pom-poms to the group with fewer pom-poms if a child readily responds to the question of how many more pom-poms are needed to make the groups equal.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 3

Getting Along With Others

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will strengthen their understanding of taking turns.

For Option 2

Key Concepts

New: Audience

Review: Take turns
Share
Personal space

Materials Needed

Upbeat music

Music player

Also Promotes

Physical/Health

Self-Regulation

Option 1: Offer the Week 3, Day 3 activity to review taking turns.

Option 2: Support children in taking turns dancing on a pretend dance floor.

Be Prepared: Use tape to define a "dance floor" where one-third of children can dance. Make sure the space is large enough for children to move around without bumping into each other. Space is needed for the other two-thirds of children to sit near the "dance floor."

Open the session by pointing to the space marked by tape and inviting children to pretend it is a dance floor. Explain that we will take turns being dancers. Remind children that taking turns is one way to share. Children who are waiting for a turn to dance will pretend to be the audience. An **audience** is a group of people who watch a show or performance. Our audience will watch the dancers. Audience members can clap to the beat of the music. We will take turns being in the audience.

When we are in the dancing group, we need to stay inside the tape line. We also need to stay in our personal space. Our personal space is the area around our body that is empty and open for us to use. Explain that when the music plays, the dancing group will dance on the dance floor.

Organize children into three groups. Gather a dancing group on the "dance floor." Make sure the audience group is outside of the tape line. Play the music and encourage the dancers to dance and the audience members to watch and clap. Stop the music after several minutes. When you stop the music, remind children we are taking turns today. Invite children to describe what will happen next. (another group of dancers moves to the "dance floor," the audience watches the dancers and can clap when the music is playing) Repeat the process as time and interest permit.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 3

Exploring Earth and Space

Science

Be prepared: Pebbles are a useful form of rock for children to know, but may pose a choking hazard for younger children. Only a staff member should touch the pebbles used in this activity.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of earth and space

Children will understand that water can help a rock look more colorful.

Key Concepts

New: Pebble

Review: Rock

Materials Needed

- Magnifying glass
- 4 small rocks
- 4 pebbles
- Tray or large plate
- 5 cups of water

BEGIN: We are learning about rocks. We know that a rock is a hard object that makes up part of the earth.

[*Display magnifying glass.*]

EXPLAIN: Yesterday we used a magnifying glass to look at our rocks.

ASK: What did a magnifying glass help us do? (look more closely at our rock, make rock look bigger)

EXPLAIN: We could see characteristics of our rocks better when we used a magnifying glass.

Today we will learn how putting water on a rock can make it easier to see characteristics of a rock.

[*Display two rocks and a cup of water.*]

I am going to dip one of these two rocks in the cup of water so the rock gets wet. I will leave the other rock dry.

ACT: [*After dipping one of the rocks in water, put the two rocks next to each other for children's ease in comparing. Point to the wet rock and the dry rock as you ask about each.*]

How does the wet rock look different than the dry rock? (darker, more colorful)

[*Follow-up prompt, if needed: "Can we see things in the wet rock that we do not see in the dry rock?"*]

Let's compare two more rocks.

[*Display two more rocks. Guide a volunteer child in dipping one of the rocks in the water and then putting the wet rock next to the dry rock. Point to the wet rock and dry rock when you invite children to compare.*]

What differences do you see between the wet rock and the dry rock?

EXPLAIN: Putting a little water on a rock can help us see a rock's colors, spots, and lines. Some rocks look darker when they are wet.

Let's find out what happens when we put water on a small rock, called a pebble.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Earth and Space *continued*

Science

A **pebble** is a small rock that is round and usually smooth. Pebbles can be found near sand and water, like an ocean, lake, or river. The water and sand rub against a pebble and, over time, can make a pebble very smooth.

ACT: [*Display four dry pebbles on a large plate or tray. Point to and describe several of their differences.*]

These are pebbles. They are all small and round. There are some differences between the pebbles.

These pebbles are dry. I will dip two of the four pebbles in water so we can find out what pebbles look like when they are wet.

Do we see things in the wet pebbles that we do not see in the dry pebbles? (coloring, markings, lines, spots)

RECAP: Today we put water on a rock and compared a wet rock to a dry rock. We also put water on small rocks called pebbles. Putting water on a rock can help us see a rock's colors, spots, and lines.

Scaffolding Tips

Extra support ■ If the pebbles are big enough, dip half of each into water to provide a stronger contrast between wet and dry.

Enrichment ■ Provide magnifying glasses so children can find out whether they can see more characteristics of a wet rock with a magnifying glass. Some children may wish to compare wet and dry rocks with and without a magnifying glass.

Center Activity

Provide four rocks and a balance scale. Invite children to use the rocks to try to balance the two sides of the scale. Encourage children to look for similarities and differences in the rocks.

Family Child Care

If you live near a creek, river, or lake, consider taking children on a rock hunt near the water. Can they see the differences between the wet and dry rocks near the shore?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 4

Understanding Words

Language/ Literacy

3-5 YEARS

Large/Small Group

Skill and Goal

Oral language

Print knowledge

Children will understand how changes in an illustration can help tell a story.

Key Concepts

Review: Illustration

Materials Needed

Pinduli by Janell Cannon (2 copies)

*Our Feelings poster (for Extra Support tip)

Also Promotes

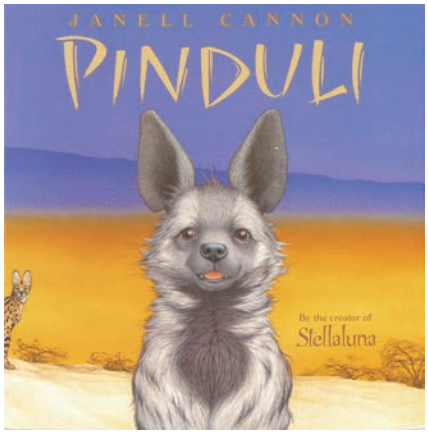
Social-Emotional

Creative Expression

*Printables provided

BEGIN: We are learning about Janell Cannon and the books she writes.

EXPLAIN: We know that pictures drawn by Ms. Cannon are an important part of her books. Let's look more carefully at how different pictures of Pinduli helped us understand the story.



[*Display book cover.*]

This is the first illustration of Pinduli that we see. We know that an illustration is art found in a book. We meet Pinduli with this picture on the cover of our book.

ASK: What does Pinduli's face look like? (eyes wide open, ears up, mouth slightly open)

EXPLAIN: [*Display illustration that is next to the page that begins: "Pinduli had never given a thought to her ears."*]



Here is the next drawing of Pinduli that we see in the book.

[*Pause so children have time to look closely at the second illustration. Then use second copy of book to display this illustration next to the illustration on the book cover.*]

ASK: How are these two pictures of Pinduli different from one another? (first illustration has more color in it; facial expressions are different)

EXPLAIN: Ms. Cannon changed how Pinduli looks to help us understand how she felt. Remember, the animals said mean things to Pinduli. She felt sad and bad. Ms. Cannon used different colors in the two illustrations. She changed the expression on Pinduli's face for the second illustration.

ASK: What did Ms. Cannon do in the second illustration to help us understand how Pinduli felt when the animals made fun of her? (eyes are partly closed, ears are down, mouth is closed)

EXPLAIN: Let's look at one more picture of Pinduli.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*



[*Display illustration that is next to the page that begins: "The terrified crowd tore through thorny brush, . . ."*]

This is the illustration of Pinduli after she had rolled in mud and dust because she felt so bad about herself. She wanted to look different. But the animals thought she was a ghost. They did not know it was Pinduli.

ASK: What did Ms. Cannon do in this picture to tell us that Pinduli was not happy and that she looked like a ghost? (ears flat against her head, eyes partly closed, mouth closed, smaller neck, all white)

[*Display each of the three illustrations so children can compare.*]

EXPLAIN: Janell Cannon changed the look of Pinduli in each picture to help us understand the story. The pictures tell us how Pinduli felt in each situation. Ms. Cannon changed Pinduli's ears and eyes and used different colors to tell how Pinduli felt.

Ms. Cannon uses both pictures and words to tell a story. She made changes to the pictures of Pinduli. When Pinduli's ears were droopy, it helped us to understand that she felt bad. When her fur was white, then we knew the other animals thought Pinduli was a ghost.

RECAP: The illustrations in a book can help tell a story. Today we looked closely at how Janell Cannon changed the look of Pinduli to help us understand how she felt in different parts of the story. Droopy ears helped us realize Pinduli felt bad. Her white fur helped us understand why other animals thought she was a ghost.

Scaffolding Tips

Extra support ■ Remind children that a picture and a drawing are illustrations. The activity plan text uses the words "picture," "drawing," and "illustration" interchangeably. Use the word(s) that is most helpful to children in your classroom. ■ Point to specific features of illustrations (such as the droopy ears) when you describe them. ■ Look at and discuss some of the facial expressions in the Our Feelings poster to remind children of how our faces can show how we may be feeling. ■ Review the basic messages of the curriculum's Social-Emotional activities focused on being helpful (Week 7) and giving compliments (Week 9). Explain that giving compliments is the opposite of saying mean things to someone.



Enrichment ■ Invite children to describe what it would be like to read *Pinduli* without any pictures of Pinduli, or just the picture of Pinduli on the cover of the book. How much of the story would we understand?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 4

Understanding Words *continued*

Language/ Literacy

Center Activity

Continue to provide other books written by Ms. Cannon for children to explore her illustrations. How are the illustrations in her other books similar to, or different from, the illustrations in the books we read this week?

Family Child Care

School-age children in your setting may like to describe some of the illustrations in Ms. Cannon's other books to preschool-age children.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will practice comparing two groups of items.

For Option 2

Key Concepts

Review: More
Equal
Fewer
Listen

Materials Needed

2 sound-making containers (see Be Prepared)

2 sets of 10 sound-making items (see Be Prepared)

Also Promotes

Self-Regulation

Option 1: Offer the Week 13, Day 3 activity to review forming and comparing groups of varying amounts.

Option 2: Engage children in listening to and comparing two sets of sounds to determine which set has fewer sounds.

Be Prepared: Use two containers, such as coffee cans, that will make a sound when an item is dropped in them. Select two different sets of 10 items (total: 20) that will make a distinct sound and not bounce when dropped in a container. Examples: one set of 10 Legos®, one set of 10 counters.

Explain that today we will use our ears to listen carefully to things that are dropped into a container. Display a container and one item that will be dropped into the container. Hold the item about six inches above the container, drop the item, and draw attention to the sound it makes. Drop one more of the same item and draw attention to the sound it makes when reaching the container. Ask children how many (name of item) you dropped into the container. (two)

Explain that we will listen to (name of one item) and (name of second item) being dropped into two different containers. First we will listen to (name of one item) being dropped into a container. Then we will listen to (name of second item) being dropped into a different container. Display the second item and the second container. Drop one of the second item into the container to provide experience in hearing the sound of the second item.

We will close our eyes to listen because we can pay better attention when our eyes are closed. After we listen to the (name of one item) and the (name of second item) drop into containers, we will decide which container has fewer items. The container with fewer items is a smaller group.

Invite children to close their eyes. Indicate you are now going to drop some (name of first item) into one of the containers. Drop 2–3 items. Then indicate you are going to drop some (name of second item) into the other container. Drop fewer items than you dropped into the first container.

Invite children to open their eyes. Without displaying the contents of each container, ask children which container—the one with (name of first item) or the container with (name of second item)—has fewer things. If children respond by reporting the number of items in each container, supportively respond by emphasizing the numbers tell us

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

which container has fewer items. Show and lead children in counting the number of items in each container. Say again which container has fewer items.

Repeat the process described above, dropping different numbers of the two items into their respective containers. For one of the practices, drop equal numbers of items to remind children of the meaning of equal. Consistently emphasize the concept of fewer (the activity goal). The purpose of counting the number of items in each container is to determine which has fewer.

The Option 2 activity plan is an adaptation of Activity #18 in *Math Is Everywhere*, a preschool math curriculum compiled in approximately 2001 from a variety of resources by David Arnold, Jennifer Dobbs-Oates, Greta Doctoroff, and Paige Fisher at the University of Massachusetts, Amherst and implemented in a Head Start setting. The Arnold et al. group cites the following source for Activity #18: University of Chicago School Mathematics Project. (2016). *Everyday Mathematics*. New York City, NY: McGraw-Hill Education.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 4

Getting Along With Others

Social-Emotional

3-5 YEARS

Large/Small Group

Skill and Goal

Relationship skills

Children will strengthen their understanding of how to cooperate with another person.

For Option 2

Key Concepts

Review: Cooperate

Materials Needed

2 traffic cones

2 large baskets with 2 handles

Cardboard bricks or similar items—1 per pair of children

Also Promotes

Self-Regulation

Option 1: Offer the Week 4, Day 2 activity to review what it means to cooperate.

Option 2: Support children in cooperating with a partner to move a cardboard brick from one area to another using a two-handled basket.

> **Be Prepared:** A large area is needed for this activity. Consider offering this activity outside, weather permitting, if indoor space is limited. Place two strips of tape on the floor to designate two adjacent starting points. Place one cone about 10 feet directly across from each starting point. Place half of the cardboard bricks by one cone and half of the cardboard bricks by the other cone. Use of a larger (vs. smaller) basket, such as a clothes basket, is likely to support the idea that cooperating with another person can help us easily move the basket. If adult assistance, space, and material are available, increase the number of stations so more children can be actively involved at the same time.

Open the session by explaining we have an activity today that will help us practice cooperating. Remind children that we work together when we cooperate.

We will work with a partner to carry a pretend brick in a basket. Each of us will hold one end (handle) of the basket. We will hold the basket together, walk from the tape line to the cone, pick up our pretend brick, and walk back to the tape line with the basket. We will put our pretend brick near the tape line and give our basket to the next pair of children, who will do the same thing. Point to and display the key elements of the activity (line, basket, cone, pretend brick) as you describe this simple activity. Emphasize the two handles and how we will always move the basket by having both children carry it.

Organize children into two (or more) groups and form pairs. Provide guidance on where children wait for their turn and where they stand or sit after carrying the basket. It is useful for children to watch other children jointly carry a basket rather than leave the activity area to do something else. Continue this process until all children have had an opportunity to complete the activity in cooperation with a partner. At the conclusion of the activity, ask children to describe how we practiced cooperating today.

This activity was adapted from the following source: Braley, P. (2013, September 18). Group games for kids: Wacky relay! [Web log post]. Retrieved from https://theinspiredtreehouse.com/wacky-relay

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will practice balancing and shifting their body weight.

For Option 2

Key Concepts

New: Donkey kick

Review: Shift
Weight
Opposite
Balance

Materials Needed

None

Option 1: Offer the Week 23, Day 4 activity to review shifting weight.

Option 2: Engage children in shifting their body weight by practicing a set of donkey kicks.

Be Prepared: A large area is needed for today's activity. Secure the assistance of another adult.

Invite children to stand with both feet flat on the floor and arms at their sides. Ask children what is holding the weight of their body. (both feet and legs) In asking this question, children may benefit from a reminder that weight means how heavy something is.

Invite children to slowly shift their weight from one leg/foot to another leg/foot several times. Ask children what we are doing with the weight of our body when we shift it. (moving our weight from one foot/leg to another) Remind children that we use other parts of our body to help us keep our balance (stay steady) when we shift our weight. When we shift our weight to one foot/leg, we use our opposite arm to keep balanced.

Explain that we can use our hands/arms to shift our weight. Children may recall using their hands/arms to get in a frog position (Physical/Health Week 23, Day 4) or in a yoga position. Invite a volunteer child to demonstrate balancing his/her body with hands/arms in a frog, or similar position, if it seems children would benefit from a demonstration.

Introduce a way to shift our weight called a donkey kick. When we do a **donkey kick**, we put all of our weight on our hands and kick both feet up behind us. Invite a volunteer child to demonstrate a donkey kick. Encourage the child to put his/her feet about a hip's width apart. Then encourage the volunteer child to place his/her hands on the ground so that his/her hands are in line with his/her head. The child's bottom will be up in the air. Invite the child to kick his/her legs up behind him/her. Explain to children that in a donkey kick, our weight shifts from being held by our hands and feet, to being held on our hands only.

Invite all children to do some donkey kicks. Make sure there is adequate space between children so no one gets bumped. Some children may prefer to kick one leg at a time before attempting to kick up both legs. At the conclusion of donkey kicks, encourage children to describe what happened with their body weight and how they kept (or tried to keep) balanced.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large/Small Group

Skill and Goal

Oral language

Print knowledge

Children will strengthen their understanding of how changes in an illustration can help tell a story.

Key Concepts

Review: Sketch

Materials Needed

Children's sketches from Day 3

Clipboards—1 per child

Paper—1 per child

Drawing tools

Also Promotes

Social-Emotional

Creative Expression

BEGIN: Yesterday we looked closely at how Janell Cannon changed the picture of Pinduli to show how Pinduli felt during different parts of the story. The different illustrations of Pinduli can help us understand the story.

ACT: Two days ago each of us made a sketch of something of interest to us. Remember, a sketch is a rough drawing. It is not finished. I am going to give each of you the sketch you did. Today let's make the same sketch a little different. We can draw a second picture that shows our first picture in a different way. This is what Ms. Cannon did with her illustrations of Pinduli.

[*Follow-up prompts, if needed: "If you drew a sad face, today you might draw a happy face." "If you drew a picture of a tree with leaves, you might draw a picture of a tree without leaves."*

Return children's sketches from Day 3 and provide paper, pencils, and clipboards (if needed).]

RECAP: We can change only part of a picture to help tell what is happening in a story. How did you change the sketch you drew on Day 3?

Scaffolding Tips

Extra support ■ Offer individualized help to children who may have difficulty thinking about a different way to draw the subject of their sketch.

Enrichment ■ Invite individual children to look at another child's two drawings (with the child's permission) and describe the differences he/she sees.

Center Activity

Provide paper and drawing tools for children who wish to draw a third verson of the two pictures they have drawn.

Family Child Care

Encourage children to show and describe their drawings with family members at pickup time.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to compare the quantities of groups.

For Option 2

Key Concepts

Review: More
Equal
Fewer

Materials Needed

Up to 30 counters that represent 3 different colors—1 per child

Option 1: Offer the Week 13, Day 4 activity to review comparing groups of different amounts.

Option 2: Engage children in sorting counters by color and then comparing the quantities of three groups of counters organized by color.

Remind children that we are practicing how to compare two groups of items. Today we will compare three groups of items.

Give each child up to 30 counters that include three different colors of counters. Provide quantities of colored counters that are close in number. Example: two blue, three green, four yellow. Encourage each child to sort his/her collection of counters into groups by color. Then invite children to point to (a) the group that has more than other group, and (b) the group that has fewer than the other groups. Encourage children to raise their hand if any of their groups are equal. If a child does not have any groups that are equal, encourage the child to determine how many more counters are needed to make two of his/her groups equal.

Invite children to gather all of their counters and trade counters by color with another child. Repeat the process described with children's "new" collection of counters and continue as time and child interest permit.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 5

Getting Along With Others

Social-Emotional

3-5 YEARS

Large/Small Group

Skill and Goal

Relationship skills

Children will strengthen their understanding of how to cooperate with others.

For Option 2

Key Concepts

Review: Cooperate

Materials Needed

Chart paper

Blue marker or similar drawing tool

15–20 small blocks

Small person figure

Option 1: Offer the Week 4, Day 3 activity to review the concept of cooperation.

Option 2: Engage children in cooperating to build a bridge with small blocks across a pretend river.

Be Prepared: Draw a river lengthwise on the chart paper.

Display the "river" and the person figure. Explain that the person wants to cross the river and does not have a boat or canoe. We can cooperate (work together) to build a bridge across the river so the person can walk to the other side of the river.

Display the collection of small blocks and explain that we can work together to build our bridge with the blocks. The blocks need to be placed so that each block is touching another block. Lead children in planning how they will work together to make a bridge. Place the collection of blocks in the middle of children and encourage children to cooperate with one another to make a bridge. Provide verbal support as needed.

When the bridge is completed, invite a child to pretend to walk the person across the bridge. Materials may be left out for children to use during center time, if appropriate.

This activity was suggested by a staff member at a child development center that participated in the pilot phase of ELM.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 45

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will practice rolling their bodies.

For Option 2

Key Concepts

Review: Roll

Materials Needed

Floor mats (if indoors)

2 empty plastic two-liter bottles

Option 1: Offer the Week 28, Day 4 activity to review rolling.

Option 2: Support children in rolling their bodies toward a two-liter bottle.

Be Prepared: Today's activity requires a large space for children to practice rolling. A grassy outside play area may work best. If indoor space is used, use floor mats to provide a cushion. Secure the assistance of another adult. Place two-liter bottles a safe distance from each other. Children will roll toward a bottle as part of the activity.

Ask children what happens when something is rolling. (it turns over and over) Remind children of how we roll our bodies: 1) lie flat on the ground or floor, 2) put our legs close together, 3) our arms at our sides, and 4) turn our bodies over and over. If appropriate, remind children that we see the sky or ceiling when we lie on our back, and we see the floor or ground when we lie on the front of our body. Invite a volunteer child to demonstrate how to roll over.

Explain that in today's activity we will roll toward a two-liter bottle to knock it over with our rolls. We might not always be able to knock over the bottle, but we can try. Place the bottle 2–3 body rolls from the starting position. Invite a volunteer child to demonstrate rolling toward a two-liter bottle.

Divide children into two groups. Explain that if we knock over a bottle with the roll of our body, we will place the bottle upright for the next person to try to knock over. It is okay if we do not knock over a bottle. Invite children to take turns rolling toward the bottle, one at a time.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand and comprehend information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Reviewing the name, sound, written form, and uses of selected letters (Days 2, 4)

Mathematics

Counting Things

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

Self-Regulation

Paying Attention

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

Focusing & Remembering

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

Social-Emotional

Getting Along with Others

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

Science

Exploring Living Things

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

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

Words We Understand

Skill and Goal

Oral language

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

Key Concepts

New: 3–4 words (see Be Prepared)

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 1

Understanding Words *continued*

Language/ Literacy

Support children's understanding of novel words used in the book. For each word on your Words We Understand chart, ask children what the word means and help children recall how the word was used in the book. Examples:

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

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

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

Incorporate children's responses into a short summary of the book. Example: "Our book was about Miss Tizzy and children in her neighborhood. Miss Tizzy helped the children do many fun activities. Miss Tizzy got sick. At the end of the book, the children are doing things for Miss Tizzy that she did with them before she got sick."

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will make groups of counters using one-to-one counting.

For Option 2

Key Concepts

Review: Count
Equal

Materials Needed

5 plastic cups

22 counting bears

Counters—7 per child

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

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

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

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

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

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

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

This activity is an adaptation of "Spill the Bears" described in the following source: Levin, V. (n.d.). One-to-one correspondence activities for preschool: Spill the bears [Web log post]. Retrieved from https://www.pre-kpages.com/one-to-one/

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

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.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

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.

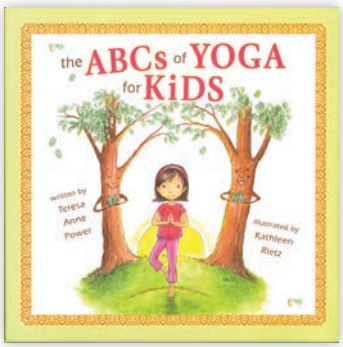
Now we will let go of our thoughts about how our body feels. Let's pretend we are putting our thoughts on a big cloud in the sky. Let's imagine we are watching our thoughts float away on a big cloud—so our mind is quiet. Now we can think about our breathing again. Let's breathe together again while we 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 35, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.*]



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

[*Choose two poses from the book to demonstrate to children. Read sections of the book that focus on the two poses. Discuss how the child's body is posed in each*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

Self-Regulation

picture. Example: "This is called the tree pose. How does the child's body look like a tree?"

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

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

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 1

Exploring Living Things

Science

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of living things

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

Key Concepts

New: Extinct

Review: Dinosaurs
Glide

Materials Needed

Toy figures of dinosaurs

*2 pictures as shown

*Printables provided

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

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

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

ASK: What do we know about dinosaurs?

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

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

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

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

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

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

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

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

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

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

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

ASK: How did we just move? (walked)

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

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science

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



Steveoc86/wikimedia/(CC BY-SA 3.0)

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

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

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

[*Display picture of a Microraptor dinosaur.*]



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

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

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

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

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 1

Exploring Living Things *continued*

Science

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

This activity is informed by the following sources:

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

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

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

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

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

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

Key Concepts

Review: Letter

Materials Needed

Beach ball with selected letters (see Be Prepared)

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

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

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



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

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

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

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Large/Small Group

Skill and Goal

Number knowledge

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

For Option 2

Key Concepts

Review: Count

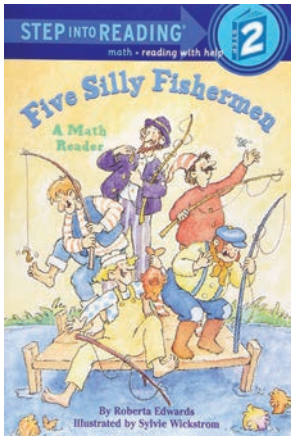
Materials Needed

Five Silly Fishermen by Roberta Edwards

Counters—4 per child

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

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



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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

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

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)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 2

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 2

Exploring Living Things

Science

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

3-5 YEARS

Large/Small Group

Skill and Goal

Inquiry Skills

Knowledge of earth and space

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

Key Concepts

New: Fossils
Footprint
Badland

Review: Bones
Skeleton

Materials Needed

*6 pictures as shown

Dinosaur bones (plastic)—1 per child

*Printables provided

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

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

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

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

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

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

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

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



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

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



Photo provided courtesy of Answers in Genesis

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

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

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

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

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



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

ASK: [*Display picture of farmland.*]

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



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

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

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



NIUDADDY/flickr/(CC BY-SA 2.0)

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

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



Karaian/flickr/(CC BY 2.0)

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

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

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

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

The activity is informed by the following sources:

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

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

Key Concepts

New: 3–4 words (see Be Prepared)

Review: Words introduced on Day 1

Materials Needed

Book read on Day 1

Chart from Day 1

Marker

Be Prepared: This is the second of two repeated readings of a book with children. Today's reading focuses on children's comprehension of information presented in the book, as well as connections to the book. This session also helps children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 3–4 important words to define today.

Words We Understand

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

Use children's recollections to provide a brief summary of the book organized by the sequence of events. Examples:

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 3

Understanding Words

Language/ Literacy

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

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

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will practice one-to-one counting.

For Option 2

Key Concepts

Review: Count

Materials Needed

None

Also Promotes

Self-Regulation

Physical/Health

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 3

Getting Along With Others

Social-Emotional

3-5 YEARS

Large/Small Group

Skill and Goal

Relationship skills

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

For Option 2

Key Concepts

Review: Problem

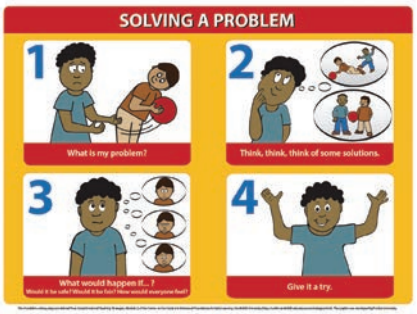
Materials Needed

*Solving a Problem poster

*Printables provided

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

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



Open the session by explaining that everyday each of us has a situation that can be hard for us to deal with. Remind children that we call this a problem. Sometimes our problem involves another child or children. Review each part of the Solving a Problem poster. Remind children that it is important to "think, think, think of some solutions" to a problem. Some solutions may be better than other solutions. We want a solution that gives everyone a chance to do something. We call this being fair. We also want a solution that is safe.

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

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 3

Getting Along With Others *continued*

Social-Emotional

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 3

Exploring Living Things

Science

3-5 YEARS

Large/Small Group

Skill and Goal

Inquiry Skills

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

Key Concepts

New: Jackhammer
Rock hammer
Chisel
Plaster jacket

Review: Fossils
Fragile
Magnifying glass
Ruler

Materials Needed

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

*Printables provided

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

[*Display picture of dig site.*]



NPS Natural Resources/flickr/Public Domain

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

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

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

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

[*Display picture of a jackhammer.*]



ASK:

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

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

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

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

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

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

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

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

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

Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

[*Display picture of a rock hammer.*]



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

[*Display picture of a chisel.*]



Dharmadhyaksha/Wikimedia/(CC BY-SA 3.0)

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

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



Burke Museum/flickr/(CC BY-NC 2.0)

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

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

ASK: What is happening in this picture?

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



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

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

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

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science

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

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

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

Please watch me wrap this toy.

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

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

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

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

Scaffolding Tips

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

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

Center Activity

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science

Family Child Care

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

This activity is informed by the following source: Museum of The Rockies (n.d.). The process of paleontology. Retrieved from https://www.museumoftherockies.org/uploads/Resources/Trunks__Kits/Background_Info-Process_of_Paleontology.pdf

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

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

Key Concepts

Review: Letters

Materials Needed

Tape

*Letter cards (see Be Prepared)

Beanbag

Also Promotes

Physical/Health

*Printables provided

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

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

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

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

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

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

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

For Option 2

Key Concepts

Review: Count
Equal

Materials Needed

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

Small counting items—10 per pair of children

*Printables provided

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

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 4

Getting Along With Others

Social-Emotional

3-5 YEARS

Large/Small Group

Skill and Goal

Relationship skills

Children will strengthen their problem-solving skills.

For Option 2

Key Concepts

Review: Solution

Materials Needed

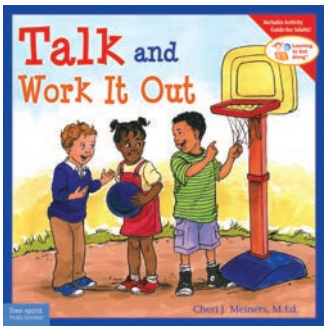
Talk and Work It Out by Cheri J. Meiners

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

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

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

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



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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 4

Exploring Living Things

Science

3-5 YEARS

Large/Small Group

Skill and Goal

Inquiry Skills

Knowledge of earth and space

Children will strengthen their understanding of dinosaur fossils.

Key Concepts

New: Claw

Review: Fossils

Materials Needed

*2 pictures as shown

Paper cup—1 per child

Ball of clay—1 per child

Craft stick—1 per child

Plaster of paris—½ cup per child

Container of water (easily pourable)

1 Tablespoon measuring spoon

*Printables provided

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

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

Today each of us can make a pretend fossil.

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



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

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



[*Display picture of dinosaur footprint.*]

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

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science

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

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

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

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

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

The activity is informed by the following source: Homemade Fossils – Made easy! [Web log post]. Retrieved from http://www.homegrownfun.com/how-to-make-homemade-fossils-classroom/

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

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

Words We Understand

Skill and Goal

Oral language

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

Key Concepts

New: 3–5 words (see Be Prepared)

Materials Needed

Book of your choice

Chart paper

Marker

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

Display the book cover and read the title and names of the author(s) and illustrator. Engage children with the book, using a strategy focused on the book's front cover. Some examples include:

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

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

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

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

Use children's responses to provide a quick recap of the story. Examples:

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

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

Offer a book-related transition to children's next activity. Example: Invite children to select a center activity based on their response to the following:

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will practice one-to-one counting.

For Option 2



Key Concepts

Review: Count
Equal



Materials Needed

*Set of large numeral cards 1–15

Small ball—1 per pair of children

*Printable provided

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

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 5

Getting Along With Others

Social-Emotional

3-5 YEARS

Small Group

Skill and Goal

Relationship skills

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

For Option 2

Key Concepts

Review: Solution
Share
Fair

Materials Needed

*3 pictures as shown

*Printables provided

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

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

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

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

- What are some solutions?
- Are they fair?



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



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



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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 5

Exploring Living Things

Science

3-5 YEARS

Large/Small Group

Skill and Goal

Inquiry Skills

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

Key Concepts

Review: Extinct
Fossils
Footprint
Museum
Skeleton

Materials Needed

Cups of pretend fossils made on Day 4

*1 picture as shown

Bones, Bones, Dinosaur Bones by Byron Barton

Also Promotes

Language/Literacy

*Printables provided

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

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

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

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

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

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

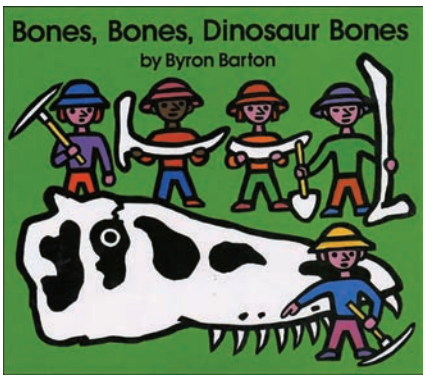
EXPLAIN: Dinosaur fossils can be seen in some museums. Remember, a museum is a building where valuable things are stored and put out for people to look at. All museums have treasures like art. Only some museums have dinosaur bones and other fossils.

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

ACT: [*Display book cover.*]

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

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



Elm
Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

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

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

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

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

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



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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 46

DAY 5

Exploring Living Things *continued*

Science

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

The group session and center activity are informed by the following source: Mooresville Public Library (2013, June 24). *Bones, Bones, Dinosaur Bones*, by Byron Barton (Read Along With Me, by Miss Michelle @ MPL) [Video file]. Retrieved from https://www.youtube.com/watch?v=bn_vfTH3dks

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

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

Mathematics

Making Patterns

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

Self-Regulation

Paying Attention

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

Focusing & Remembering

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

Social-Emotional

Understanding Feelings

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

Science

Exploring Living Things

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

Revision: 07/02/2020

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

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: 3–4 words (see Be Prepared)

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

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

Words We Understand

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

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

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 1

Making Patterns

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of a pattern.

For Option 2

Key Concepts

Review: Pattern

Materials Needed

(see Be Prepared)

- 8 counters
- 8 crayons
- 8 pieces of paper
- 8 shapes
- 8 animal figures
- 8 play utensils

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 1

Paying Attention

Self-Regulation

3–5 YEARS

Small Group

Skill and Goal

Concentrate

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

Key Concepts

Review: Concentrate

Materials Needed

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

Also Promotes

Science

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

Let's play a game we've played before called *What's Behind My Back*? We will use our sense of touch to play the game.



ASK: What do we use to find out what something feels like? (hands, skin)

EXPLAIN: Each of you will have a small item to hold. You will hold your item behind your back. Putting your item behind your back means you cannot see it. You can only feel your item. When I place the item in your hands, do not look at it. Please do not look at your neighbor's item.

We will concentrate on what the item in our hands feels like. We know that when we concentrate, we pay close attention to something. We will each have a turn to describe our item. We can say whether our item is smooth, rough, hard, soft, small, large, round, short, or long. We can use whatever words will help us figure out what is in our hands. If we know what is in our hands, we need to work hard to not tell others. We want to describe what the item feels like and let others guess what it is!

After each of us describes our item, we will find out if anyone can guess what it is. I will go first.

ACT: [*Secretly put an item behind your back and describe how it feels. Use simple descriptors. After you have described your item, encourage children to guess what it is. After children have guessed, display the item. If children were correct, ask how they knew. What words were helpful in figuring out what was behind your back? If children did not accurately guess the item, ask what was hard about figuring out what was behind your back.*

After brief discussion of experiences in identifying the item in your hand, ask all children to close their eyes and put their hands behind their backs. Walk around the outer circle of children (who are facing inward) and carefully place an item behind the back of each child. Place the item in a child's hands, if possible (some children may use their hands to cover their eyes).

Give each child a turn, going in the order of circle placement. Remind children to not look at their item. Remind children to describe their item and try hard to not say what it is—if they know!]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 1

Paying Attention *continued*

Self-Regulation

RECAP: Today we played a game we've played before called *What's Behind My Back*? We used our sense of touch to concentrate on an item behind our back. What was the hardest part of our game? (telling about our item without saying what it was, finding words to describe our item, waiting for our turn, not peeking)

Scaffolding Tips

Extra support ■ Remind children to not say the name of their item if they know what it is. It is their job to describe their item. It is the job of other children to guess the item. But if a child blurts out the name, positively acknowledge that it is hard to concentrate on two things at the same time: what our items feels like and what we say about our item. ■ If you anticipate it will be too challenging for children to wait for their turn without looking at or telling about their item, distribute the items one at a time (when it is a child's turn to feel and describe). ■ If children need help with describing their item, ask questions to help them focus on certain characteristics. Example: "Is your item hard or soft?" ■ Children may wish to peek at their "hidden" item. Remind children to not say the name of their item. The goal is for children to describe how the item feels.

Enrichment ■ If children readily guess an item after characteristics are described, encourage them to try to figure out an item after only two characteristics are described.

Center Activity

Provide a brown paper bag, and various items to put in the bag, to extend today's activity. Invite children to describe an item in the bag as others try to guess what it is.

Family Child Care

Try this game outside with items found in the play area. Invite children to describe items, such as a stick or leaf.

The *What's Behind My Back?* game is described in the following source: Greenland, S. K. (2013). *The mindful child*. New York: Atria Paperback.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 1

Exploring Living Things

Science

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of living things

Knowledge of life cycles

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

Key Concepts

Review: Same
Different

Materials Needed

*4 pictures as shown

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

Also Promotes

Self-Regulation

*Printables provided

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

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

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

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

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

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

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

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

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

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



[*Display picture of dinosaur drinking water.*]

We know that all dinosaurs started their lives in eggs.



©Allison Gunderson/flickr/used with permission

[*Display picture of dinosaur eggs.*]

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

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

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



Aaron/flickr/(CC BY 2.0)

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

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



CJ Berry/flickr/(CC BY 2.0)

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

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

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

Some dinosaurs were very big. Other dinosaurs were smaller.

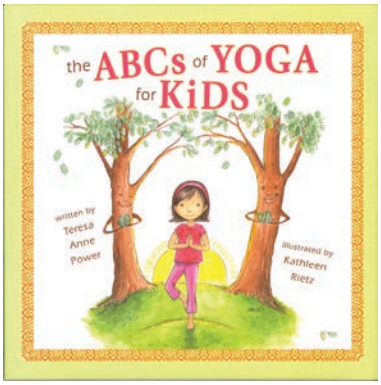
RECAP: Dinosaurs were the same and different from each other. Dinosaurs ate food, drank water, hatched from eggs, and grew. These are ways that dinosaurs were the same. What are some ways dinosaurs were different from one another? (size, what they ate, some had feathers, whether they used two or four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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science

Scaffolding Tips



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

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

Center Activity

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






Steveoc86/wikimedia/(CC BY-SA 3.0)


*Printables provided

Family Child Care

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will recognize spoken letters in their first name.

Key Concepts

Review: Letter

Materials Needed

Children's name cards

Your name card

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

*Printables provided

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

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

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

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

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

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

Letter Song

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

If you have a ____ in your name, raise your hand.
If you have a ____ in your name, raise your hand.
If you have a letter ___, if you have a letter ___,
if you have a letter ____ or ____ in your name, raise your hand.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 2

Making Patterns

123 Mathematics

3–5 YEARS

Large Group

☑ Skill and Goal

Pattern knowledge

Children will use different ways to make simple patterns.

For Option 2

Key Concepts

Review: Pattern

Materials Needed

None

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

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

Drum

Be Prepared: If time permits, offer *Mirror, Mirror* from Week 46, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Mirror, Mirror* from Week 46, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before that will help us to be good listeners and remember what to do. We will need to listen carefully. What part of our body do we use to listen? (ears) The game will help us practice how to remember things. We know that when we practice something, we do it many times so we can get better at it!

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

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

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

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

Now let's try it together.

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

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

Now, let's try it together!

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

Let's change the game one more time.

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

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

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

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

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

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 2

Focusing & Remembering *continued*

Self-Regulation

Center Activity

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

Family Child Care

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 2

Exploring Living Things

Science

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

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of living things

Children will understand characteristics of plant-eating dinosaurs.

Key Concepts

New: Snip

Materials Needed

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

Diplodocus by Sally Lee

Also Promotes

Language/Literacy

*Printables provided

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

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

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

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

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

[*Display picture of dinosaur with a long neck.*]



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

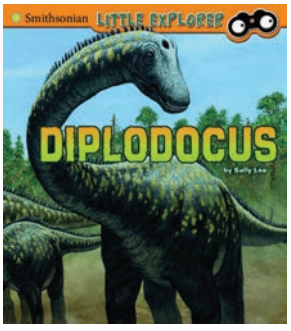
[*Display and describe the picture of a dinosaur with a short neck.*]



CJ Berry/flickr/(CC BY 2.0)

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

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



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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Scaffolding Tips



Extra support ■ In the discussion of how some dinosaur mouths worked like a rake, some children may benefit from a description of a rake and how it works. Show and talk about a rake. (Use the provided picture of a rake, if necessary.) ■ When you read about dinosaurs swallowing stones, remind children that we never should put stones or rocks in our mouths. ■ Display the two pictures of dinosaurs side by side to emphasize differences in necks. ■ Invite children to pretend that one of their arms is a long neck and the hand is the mouth. Encourage children to reach up high with their arms and move their hands like they are grabbing a lot of leaves off a tall tree to help children understand how a long neck helped a dinosaur reach leaves.

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

Center Activity

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science

Family Child Care

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

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

Key Concepts

New: 3–4 words (see Be Prepared)

Review: Words introduced on Day 1

Materials Needed

Book read on Day 1

Chart from Day 1

Marker

Be Prepared: This is the second of two repeated readings of a book with children. Today's reading focuses on children's comprehension of information presented in the book, as well as connections to the book. This session also helps children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 3–4 important words to define today.

Words We Understand

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

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

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

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

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

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

Scaffolding Tips

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

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

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 3

Making Patterns

123 Mathematics

3–5 YEARS

Large/Small Group

Skill and Goal

Pattern knowledge

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

For Option 2

Key Concepts

Review: Pattern

Materials Needed

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

Pipe cleaners—1 per child (see Be Prepared)

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

Also Promotes

Physical/Health

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

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 3

Understanding Feelings

Social-Emotional

3–5 YEARS

Small Group

Skill and Goal

Emotion knowledge

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

For Option 2

Key Concepts

Review: Emotion
Happy
Silly
Sad
Angry

Materials Needed

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

*Printables provided

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

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

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

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

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



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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 3

Understanding Feelings *continued*

Social-Emotional

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 3

Exploring Living Things

Science

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of living things

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

Key Concepts

New: Spike

Review: Balance

Materials Needed

*5 pictures as shown

*Printables provided

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

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



[*Display picture of dinosaur with long tail.*]

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

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



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

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

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



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

[*Display and describe picture of a club tail.*]

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



[*Display and describe picture of a spiked tail.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

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

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



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

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

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 3

Exploring Living Things *continued*

Science

Center Activity

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



*Printables provided

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

Family Child Care

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

The activity is informed by the following sources: Paul, G. S. (2016). *Princeton Field Guide to Dinosaurs*. New Jersey: Princeton University Press.; The Children's Museum of Indianapolis (2004). Dinosphere A K – 2 unit of study. Retrieved from https://www.childrensmuseum.org/sites/default/files/Documents/Educators/K-2_Dinoshpere_UOS.pdf

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Letter knowledge

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

Key Concepts

Review: Letter

Materials Needed

*Blank game cube (see Be Prepared)

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 4

Making Patterns

123 Mathematics

3–5 YEARS

Small Group



Skill and Goal

Pattern knowledge

Children will deepen their understanding of how to make patterns.

For Option 2



Key Concepts

Review: Pattern



Materials Needed

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

Paper—1 per child and adult

Ink pads—1 per pair of children

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 4

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

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

For Option 2

Key Concepts

Review: Sad
Globe

Materials Needed

Countdown 'til Daddy Comes Home by Kristin Ayyar

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

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



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

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 4

Exploring Living Things

Science

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of living things

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

Key Concepts

New: Jaws

Materials Needed

Child-friendly scissors

Tyrannosaurus Rex by A. L. Wegwerth

*1 picture as shown

Also Promotes

Language/Literacy

*Printables provided

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

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

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

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

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

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

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

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

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



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

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

Dinosaurs that ate meat had to run fast.

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

EXPLAIN: [*Display book cover.*]

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 4

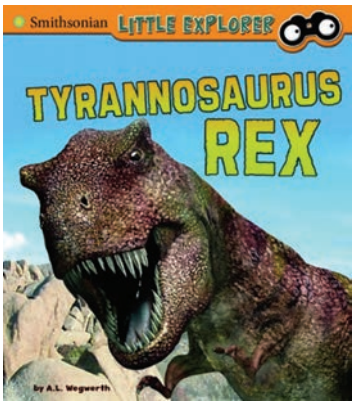
Exploring Living Things *continued*

Science

The author of the book is A.L Wegwerth.

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

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



Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

The activity is informed by the following sources: Personal Communication with Josh Estes, Dinosphere Manager at Indianapolis Children's Museum; Lambert, D. (2014). *DK Eyewitness Books: Dinosaurs.* London: DK Children; Paul, G. S. (2016). *Princeton field guide to dinosaurs*. Princeton, New Jersey: Princeton University Press

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

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

Words We Understand

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

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

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

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

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

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

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

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

Skill and Goal

Oral language

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

Key Concepts

New: 3–5 words (see Be Prepared)

Materials Needed

Book of your choice

Chart paper

Marker

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 5

Making Patterns

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of patterns.

For Option 2

Key Concepts

Review: Pattern

Materials Needed

6 blocks—2 of 3 different shapes or colors

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

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

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 5

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

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

For Option 2

Key Concepts

New: Mad

Review: Angry

Materials Needed

Mouse Was Mad by Linda Urban

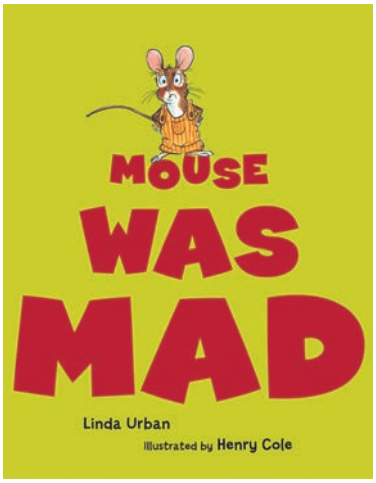
Turtle Puppet (optional)

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

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

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

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



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

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

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



This activity is informed by the following source: Olinger, E., & Yates, T. (n.d.). *Book nook: Using books to support social emotional development – Mouse was mad*. Retrieved from http://csefel.vanderbilt.edu/booknook/bn_madmouse.pdf

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 47

DAY 5

Exploring Living Things

Science

3–5 YEARS

Large/Small Group

Skill and Goal

Inquiry skills

Knowledge of living things

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

Key Concepts

Review: Jaws
Fossils
Footprint
Measure

Materials Needed

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

Also Promotes

Language/Literacy
Mathematics

*Printables provided

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

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

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

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

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

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

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

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

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

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

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

[*Display picture of dinosaur footprints.*]

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science

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

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

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

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

Scaffolding Tips

Extra support ■ Make sure the two pieces of tape are parallel to one another for ease in comparing their lengths. As a follow-on activity for comparing the lengths of the two tapes, encourage children (one at a time) to spread their arms the length of each tape, or to place Unifix® cubes on each tape. ■ If children seem unclear about the concept of measurement, consider reviewing highlights of Week 26 in Mathematics.

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

Center Activity

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Exploring Living Things *continued*

Science

Family Child Care

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand and comprehend information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Reviewing the name, sound, lowercase form, and uses of selected letters (Days 2, 4)

Mathematics

Making Patterns

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

Self-Regulation

Paying Attention

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

Focusing and Remembering

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

Social-Emotional

Understanding Feelings

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

Creative Expression

Creating Art

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

Physical/ Health

Staying Healthy and Safe

- Reviewing ways to stay safe when riding in a car or truck (Day 4)
- Reviewing ways to stay safe on a bicycle (Day 5)

Revision: 07/02/2020

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

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: 3–4 words (see Be Prepared)

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

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

Words We Understand

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

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

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

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

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

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

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

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 1

Making Patterns

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Pattern knowledge

Children will broaden their pattern knowledge.

For Option 2



Key Concepts

Review: Pattern



Materials Needed

Rhythm sticks—1 per child

Bells—1 per child



Also Promotes

Physical/Health

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

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

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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

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: Patient
Yoga
Pose

Materials Needed

Feather

The ABCs of Yoga for Kids by Teresa Power

Yoga mats—1 per child (see Be Prepared)

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

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

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

Let's take a deep breath.

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

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

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

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

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

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

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

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

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

Please keep breathing in slowly and breathing out slowly.

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

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

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

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

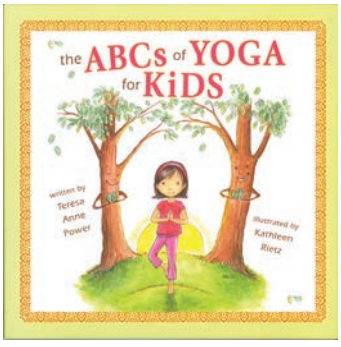
Wrinkle up your face really hard when our imaginary butterfly lands on your face. Then relax your face when the butterfly moves away. You will feel the muscles in your face relax.

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

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

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

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



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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48
DAY 1

Paying Attention *continued*

Self-Regulation

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

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 1

Creating Art

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that murals are a type of art.

Key Concepts

New: Mural

Review: Art
Cooperate

Materials Needed

*3 pictures as shown (see Be Prepared)

Large sheet of light-colored butcher paper

Crayons

Colored pencils

Markers

Also Promotes

Self-Regulation

*Printables provided

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

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

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

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

Let's look at some pictures of murals.

[*Display three pictures of murals.*]



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

EXPLAIN: [*Display large sheet of butcher paper.*]



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

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



ACT:

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

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

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

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

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

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

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

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

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

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

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

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

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



Key Concepts

Review: Letters
Lowercase letter



Materials Needed

Letter cards (see Be Prepared)

Letter picture cards—1 per child

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

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 2

Making Patterns

123 Mathematics

3-5 YEARS

Large/Small Group

☑

Skill and Goal

Pattern knowledge

Children will practice identifying patterns.

For Option 2

Key Concepts

Review: Pattern

Materials Needed

Pattern Bugs by Trudy Harris

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

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



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

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

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Executive function

Children will remember and carry out actions in response to aural and oral prompts.

Key Concepts

Review: Practice

Materials Needed

None

Be Prepared: If time permits, offer *Drum Beats* from Week 47, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Drum Beats* from Week 47, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before called *It's Raining, It's Pouring*. Remember, we will use our hands and voices for this game.

ASK: How do we play *It's Raining, It's Pouring*?

EXPLAIN: We will make different noises for our pretend rainstorm. Before we make a new rainstorm, let's practice the sounds and actions we've done before. Remember, when we practice something, we do it many times so we can get better at it.

ACT: [*As you demonstrate each sound and the action that produces the sound, invite children to copy you. Practice each sound for several seconds before moving to the next one.*]

- First we will practice the sound of wind. Our wind will make a quiet whooshing sound.

  [*Lightly blow through your lips.*]
- Now we will practice the sound of raindrops.

  [*Click your tongue lightly.*]
- Next we will practice the sound of rain.

  [*Pat your hands on the floor slowly and then more quickly.*]
- Our last practice noise is the sound of a heavy rainstorm.

  [*Clap your hands loudly. Add thunder sounds by saying "bam, pow."*]



Now let's make a new rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

Now we will make a rainstorm with different sounds. Watch and listen carefully as I show you the new movements and sounds.

[*As you demonstrate each sound and the action that produces the sound, invite children to copy you. Practice each sound for several seconds before moving to the next one. Omit one of the sounds if you anticipate four consecutive sounds will be too challenging for children.*]

- First we will practice the sound of wind. Our wind will make a quiet whooshing sound.

  [*Rub your hands together.*]
- Now we will practice the sound of raindrops.

  [*Snap your fingers.*]
- Next we will practice the sound of rain.

  [*Clap your hands slowly and then quickly.*]
- Our last practice noise is the sound of a heavy rainstorm.

  [*Pat your knees loudly. Add thunder sounds by saying "boom, crash."*]

Now let's make a new rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

[*Repeat the sequence if time permits and children remain appropriately engaged.*]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do.

In our game we made the different sounds of a rainstorm. We listened carefully when we practiced making each sound. We also listened carefully for the name of the sound we were to make.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 2

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Continue each action or sound for a longer period of time for children who need additional transition time for moving from one action to another.

Enrichment ■ Invite children to try another rule change for *It's Raining, It's Pouring*: Make the sound of wind by rubbing hands up and down on legs, the sound of raindrops by tapping your fingers together, the sound of rain by patting legs slowly then quickly, and the sound of a heavy rainstorm by stomping feet on the floor and saying "bang, crack."

Center Activity

Encourage children to continue to make the various sounds of a rainstorm. Guide children in playing *It's Raining, It's Pouring* by giving them cues, if necessary. Children may wish to focus on one or two of the sounds.

Family Child Care

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

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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 2

Creating Art

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

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

Key Concepts

Review: Mural
Collage

Materials Needed

*2 pictures as shown

Different types of colored paper (construction, tissue, etc.)

White paper—1 per child

Scissors—1 per child

Glue

Also Promotes

Physical/Health

*Printables provided

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

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

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

[*Display two pictures of collages.*]





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

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

ASK:

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

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

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

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

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

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

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48
DAY 2

Creating Art *continued*

Creative Expression

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

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

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

Key Concepts

New: 3–4 words (see Be Prepared)

Review: Words introduced on Day 1

Materials Needed

Book read on Day 1

Chart from Day 1

Marker

Be Prepared: This is the second of two repeated readings of a book with children. Today's reading focuses on children's comprehension of information presented in the book, as well as connections to the book. This session also helps children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 3–4 important words to define today.

Words We Understand

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

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

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

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

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

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

Scaffolding Tips

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

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

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 3

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

☑

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of different kinds of patterns.

For Option 2

Key Concepts

Review: Pattern

Materials Needed

Unifix® cubes (see Be Prepared)

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

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Small Group

Skill and Goal

Emotion knowledge

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

For Option 2

Key Concepts

Review: Excited

Materials Needed

*Our Feelings poster

*Printables provided

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

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

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

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



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

Consider pursuing the conversation in one of two ways:

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

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

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 3

Creating Art

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Children will understand how a print is made.

Key Concepts

New: Print

Review: Mural

Materials Needed

- Rubber stamp
- Ink pad
- Paper
- Bubble wrap—approximately 6 x 8 inches square
- 2–3 colors of paint
- Small cups or trays for paint
- Paintbrush
- Plastic bottle

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

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

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

[*Display rubber stamp.*]

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

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

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

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

[*Display bubble wrap.*]

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

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



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

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

ACT: [*If time permits:*

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

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 3

Creating Art *continued*

Creative Expression

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

Scaffolding Tips

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

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



Center Activity

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

Family Child Care

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

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

Key Concepts

Review: Letters

Materials Needed

Letter cards (see Be Prepared)

Letter picture cards—1 per child

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

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 4

Making Patterns

123 Mathematics

3-5 YEARS

Large/Small Group



Skill and Goal

Pattern knowledge

Children will practice finding an error in a pattern.

For Option 2



Key Concepts

Review: Pattern



Materials Needed

Chart paper

Markers—3 different colors

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

Option 2: Support children in identifying errors in patterns.

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

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

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

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

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 4

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

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

For Option 2

Key Concepts

Review: Shy

Materials Needed

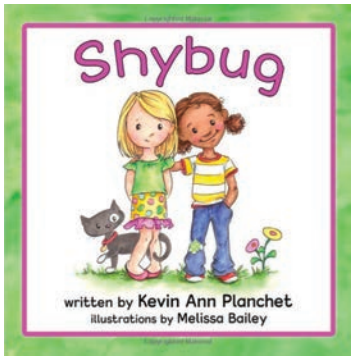
Shybug by Kevin Ann Planchet

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

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

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

Show the book cover and read its title and names of the author and illustrator. Ask children which of the two children shown on the cover might be feeling shy. What in the picture tells us she might be feeling shy? (arms/hands behind back, the way she is standing, looking away)



Explain that our story begins with a girl named Emmie pretending to cross a river filled with crocodiles. Emmie wants to get a yellow diamond on the other side of the river for a crown she is making. Explain that Emmie's mom calls her "shybug." Read the book and use your own words to point out parts of illustrations, such as the crown on Emmie's head and the magnifying glass (introduced in Science Week 10, Day 2).

After reading the book, engage children in a discussion of some key parts of the story, using pertinent book illustrations to help children recall what happened. Possibilities include the following:

- Emmie wondered why she felt so scared when she saw the girl next door for the first time (when the girl said "Hi!"). Emmie knew that running to her house was not a good way to make a friend.
- Emmie buried her face into her mom when the girl (Annie) and her mom introduced themselves. Hiding our face is one of the things we might do when we feel shy.
- Annie did several things to become friends with Emmie. She asked Emmie if she wanted to play. Annie waved her hand as her mom said "Good morning." Annie helped Emmie cross her pretend river.
- Emmie did several things to become friends with Annie. She showed Annie a ladybug in her garden. She said "thank you" to Annie for helping cross the pretend river. Emmie asked Annie if she wanted to make a crown, too.
- Does Emmie look shy in the illustration of her and Annie in a boat together (at end of story)? What happened to make Emmie not feel shy with Annie?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

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 ways to stay safe when riding in a car or truck.

For Option 2



Key Concepts

Review: Protect



Materials Needed

None

Option 1: Offer the Week 27, Day 4 activity to review ways to stay safe when riding in cars and trucks.

Option 2: Engage children in a story-based discussion of how a child and parent stayed safe in a car.

Create and tell a simple story about a child riding in a car driven by a parent. The child is on his/her way to the child development center. Include the following information in your story:

- the child climbed into his/her car seat in the back row of the car
- the parent carefully buckled the child into the car seat
- the parent buckled his/her own seat belt
- the child looked quietly out the window while riding in the car
- the parent kept his/her eyes on the road at all times while driving

When you finish telling your story, explain that both the child and parent did things to protect themselves while riding in a car. We know that protect means we keep something safe from harm.

Invite children to talk about how the parent and child stayed safe while riding in the car:

- What did the child in our story do to keep everyone safe? (got in car seat, did not distract parent)
- What did the parent in our story do to keep everyone safe? (carefully buckled child's car seat, buckled own seat belt, kept eyes on the road at all times)
- Why is it important for a child's seat to be in the back of a car or truck?

Encourage children to talk about things the child or parent might have done that would not keep them safe while riding in the car:

- What might happen if the child's or the parent's seat belt was not buckled?
- What might happen if the parent looked at his/her phone while driving?
- What might happen if the child made a lot of noise while riding in the car?

End the session by offering a brief summary of key points of the conversations.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: Today's reading focuses on children's understanding of basic information presented in a book. The plan described below is for a single reading of the book. Select 3–5 novel words in the book to define for children. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.

Key Concepts

New: 3–5 words (see Be Prepared)

Materials Needed

Book of your choice

Chart paper

Marker

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write and defined the words you identified for children to learn (see Be Prepared).

Display the book cover and read the title and names of the author(s) and illustrator. Engage children with the book, using a strategy focused on the book's front cover. See Week 46, Day 5 for examples.

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, events, or words that may be challenging for children to understand. Ask questions or offer descriptions that help children focus on key parts of the story. See Week 46, Day 5 for examples.

Ask questions, such as the following, to help children remember important aspects of the book:

- Who were the main characters (no more than three)
- What happened first in the book?
- What happened next?

Use children's responses to provide a quick recap of the story. See Week 46, Day 5 for examples.

Review new words introduced today. Point to and read each word on the chart. Help children remember how the word was used in today's book.

Offer a book-related transition to children's next activity. See Week 46, Day 5 for examples.

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

Extra support ■ Use illustrations to help children respond to questions, such as a picture of main character(s).

Enrichment ■ Invite children to explain the meaning of novel words. ■ Invite a child to retell the story. ■ Ask questions that prompt children to connect book events to their own experiences.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 5

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Geometric and spatial knowledge

Children will strengthen their understanding of how to make different kinds of patterns.

For Option 2

Key Concepts

Review: Pattern

Materials Needed

* Shape cutouts —6 per child (see Be Prepared)

Paper—1 piece per child

Glue sticks—1 per child

*Printables provided

Option 1: Offer the Week 20, Day 2 activity to review how to form different kinds of patterns.

Option 2: Support children in making an ABCABC pattern with different sizes of the same shape.

Be Prepared: Prepare for each child two cutouts of three sizes of the same shape. Example: two small circles, two medium-size circles, two large circles. Total: six circles. Use basic shapes (triangle, circle, square, rectangle) so children may have a choice about the shape they use to form an ABCABC pattern with different sizes of the same shape.

Open the session by displaying three sizes of a triangle. Ask children to describe what is the same about the three shapes. (all triangles) Ask what is different about the shapes. (different sizes)



Add three more triangles of different sizes to your group of three so you have a total of six triangles of three different sizes. Demonstrate making an ABCABC pattern with the triangles, beginning with the smallest and ending with the largest. Invite children to say "small, medium, large, small, medium, large" as you point to each triangle in your pattern.



Explain that we can make a pattern like this beginning with the large triangle. Demonstrate making an ABCABC pattern with the triangles, beginning with the largest and ending with the smallest. Invite children to say the size of each as you point to each triangle.

Display cutouts of the three other shapes and invite children to say their names. (circle, square, rectangle) If children seem uncertain about whether a shape is a square or a rectangle, display each and describe their differences. Display and describe the different sizes of each shape.

Explain that each of us can have six cutouts of the same shape. The cutouts are in different sizes. Each of us can make a pattern, beginning with the smallest and ending with the largest or beginning with the largest and ending with the smallest. It is our choice. We can glue our shape pattern to a piece of paper.

Provide each child with six cutouts of the same shape, attempting to accommodate children's shape preference if possible. Encourage children to sort their cutouts by size before arranging and gluing on the paper. Provide help as appropriate. Encourage individual children to point to and say their pattern. Provide an area for children's patterns to dry.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 5

Understanding Feelings

Social-Emotional

3-5 YEARS

Large/Small Group

Skill and Goal

Emotion knowledge

Children will deepen their understanding of what it means to feel loved.

For Option 2

Key Concepts

Review: Loved

Materials Needed

*Our Feelings poster

Paper—1 piece per child

Markers—1–2 per child

Also Promotes

Creative Expression

*Printables provided

Option 1: Offer Week 17, Day 2 to review what it means to feel loved.

Option 2: Support children in individually drawing a picture of a feeling loved or a situation that makes them feel loved.



Display the Our Feelings poster and invite a volunteer child to point to the picture of a child who seems to feel loved. Encourage children to describe the pictured child's facial expression. Remind children that we feel important and special when we feel loved.

Explain that today each of us can draw a picture of what we look like when we feel loved or a situation where we feel loved. Follow-up prompts, if needed: "What does your face look like when you feel important and special?" "When do you feel especially important and special?" Examples: when a parent hugs and kisses you at bedtime, when a grandmother reads a book with you, when you play with your baby sister/brother.

Provide each child with a piece of paper and put markers on tables for children to share. Some children may wish for you to take some dictation about their picture. If time and interest permit, invite children to show and describe their picture.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 48

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will strengthen their understanding of ways to stay safe on a bicycle.

For Option 2

Key Concepts

Review: Protect

Materials Needed

*2 pictures as shown

*Printables provided

Option 1: Offer the Week 27, Day 5 activity to review ways to stay safe when riding a bicycle.

Option 2: Engage children in a discussion of safe and unsafe choices in riding a bicycle.

Explain that we will talk about ways to protect ourselves when riding a bicycle or a tricycle. Ask children what it means to protect. (to keep something safe from harm)

Display side-by-side the pictures of children with and without helmets. Invite children to identify the picture that shows a child who has not made a safe choice. Encourage children to describe why the choice is not safe and why the child wearing a helmet has made a safe choice.





Point out in the two pictures that both of a child's hands are on handlebars. Ask children what might happen if we use one hand only while riding on a bike.

Point out that in both pictures the children are looking straight ahead. They are paying attention to where they are going and what is around them. Invite children to pretend they are riding a bicycle and not looking straight ahead. (prolonged looking behind them, looking up in the sky, looking at the ground) Explain that sometimes we need to look to the side or the ground to find out what's coming. But we want to use a short look. We want to look ahead.

Review your room's (or center's) rules for riding tricycles. For each rule, ask children to describe why the rule is important.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand and comprehend information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Reviewing the name, sound, written form, and uses of selected letters (Day 2)
- Reviewing the letters in our first names (Day 4)

Mathematics

Counting Things

- Reviewing how the last number counted tells how many (Days 1, 3)
- Practicing how to count to a target number (Day 2)
- Making groups equal to a given quantity and to one more than a given quantity (Days 4, 5)

Self-Regulation

Paying Attention

- Concentrating on our bodies and breathing by pretending we are a starfish and pretending to rock a stuffed animal to sleep on our stomach (Day 1)

Focusing & Remembering

- Following requests by watching and taking turns
  - "Silly Faces Song" (Day 2)

Social-Emotional

Understanding Feelings

- Thinking about another person's thoughts and feelings (Days 3, 4)
- Considering what someone else may be feeling (Day 5)

Creative Expression

Creating Art

- An exhibition is a show of art or other items that people can attend (Day 1)
- Selecting art we want to show others in our classroom exhibition (Day 1)
- How to share information about our artwork (Day 2)
- Book illustrations can represent different types of art (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing how to move in different ways around, over, and under an obstacle (Day 4)
- Practicing how to gallop and skip (Day 5)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

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: 3–4 words (see Be Prepared)

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

Be Prepared: This is the first of two repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in the book. In advance of the session, identify all novel words you intend to define for children during the two readings of the book. Select 3–4 important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write several words from your list of novel words for children to learn (see Be Prepared). Say each new word and talk with children about what the word means.

Display the front cover of the book and read the book title and names of the author(s) and illustrator. Invite children into the book by asking questions, such as "What do we see on the cover of the book?" "What might this book be about?"

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, words, or events that might be challenging for children to understand. See Week 46, Day 1 for examples.

Support children's understanding of novel words used in the book. For each word on your Words We Understand chart, ask children what the word means and help children recall how the word was used in the book. See Week 46, Day 1 for examples.

Close the book reading session by asking questions that will help children remember the main characters and the major events of the book. Examples:

- What was our book about?
- Who were the main characters of the book?
- What happened first? What happened next?
- What happened at the end of the book?

Incorporate children's responses into a short summary of the book. See Week 46, Day 1 for an example.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

Extra support ■ Display and encourage children to describe book illustrations that directly pertain to discussion of a novel word.

Enrichment ■ Ask questions that start with "Why do you think . . ." or "How did you know . . ." to promote deeper thinking.

elm

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding that the last number counted tells how many (cardinality).

For Option 2



Key Concepts

Review: Last number counted



Materials Needed

Masking tape (see Be Prepared)

Beanbag

Option 1: Offer the Week 11, Day 1 activity to reinforce children's understanding that the last number counted tells how many.

Option 2: Support individual children in counting squares on the floor.

Be Prepared: Use masking tape to make a row of 10 squares of the same size on the floor.

Open the session by standing just outside of an end of the row of squares. Use an underarm throw to gently toss the beanbag so it lands on (or near) one of the squares. Then step on each square as you lead children in counting each step with you. Stop counting and stepping when you reach the square with the beanbag; the square with the beanbag is the last square you count and step on. Ask children how many squares you stepped on. Then remind children that the last number we counted tells us how many steps you took.

Explain that we will take turns gently tossing the beanbag and then stepping on and counting each square until we reach the square with our beanbag. We will count together. The person who takes the steps will tell us how many squares he/she stepped on. We will alternate beginning at opposite ends of the row of squares. Example: Child A throws and begins stepping from one end of the row of squares. After Child A completes his/her time on the row of squares, Child B throws and begins stepping from the opposite end of the row of squares. Only one child is on the row squares at a time.

Initiate the activity with a volunteer child and continue until all children have an opportunity to toss, step, and tell how many steps they took. Encourage all children to count aloud as a child takes steps. Periodically remind children that the last number we count is how many we have of something.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

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

Review: Concentrate
Starfish

Materials Needed

*1 picture as shown

Small stuffed animal or toy—1 per child

*Printables provided

BEGIN: Today we will do an activity we've done before where we concentrate on our breathing. We know that when we concentrate, we pay close attention to something. This will help our mind to calm down and our body to be more relaxed.

We will concentrate on our breathing by pretending we are a starfish.



ASK: What is a starfish?

EXPLAIN: We know that a starfish is an animal with five legs that lives in the ocean.

[*Display picture of a starfish.*]

The legs of a starfish come together in the center of its body.

[*Point to the center of the starfish body.*]

ACT: Let's point to the center of our own body.

EXPLAIN: Let's find a place on the floor to spread out like a starfish. When we find a place to lie down on our backs, we will spread out our arms, legs, and neck like a starfish. We need to make sure our body is not touching someone else.

ACT: [*Dim the lights or turn them off, if possible, as children concentrate on their breathing.*]

Let's close our eyes and concentrate on our breathing. Let's take a deep breath while stretching out our arms, legs, and neck on the floor like a starfish. Let's relax our arms, legs, and necks while we breathe out.

[*Invite children to take a deep breath while stretching out their arms, legs, and neck like a starfish. Encourage children to relax their arms, legs, and neck as they exhale. Continue this exercise five more times as children practice stretching and relaxing and concentrating on their breathing.*]

Now let's bring our arms in to our sides and our legs together while we lie still on the floor. Let's keep our eyes closed and concentrate on our breathing; in and out, in and out.

I am going to gently place a stuffed animal on the center of your body. Keep concentrating on breathing in and out. The animal on your stomach will slowly move up and down.

[*Gently place a stuffed animal or other small toy on each child's stomach. Walk slowly and talk quietly and calmly as you explain how the animal or toy on our stomach helps us concentrate on our breathing.*]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

Self-Regulation

Notice how the animal (toy) goes up on your stomach when you breathe in, and down on your stomach when you breathe out. Let's pretend our stomach is rocking the stuffed animal or toy to sleep by breathing in and out. Let's concentrate on our breathing as we quietly rock our animal (toy) to sleep.

We may breathe slower when we concentrate on our breathing. Let's relax as we think about our animal rocking to sleep on our stomach.

[*Continue this activity as long as children are appropriately engaged. Encourage them to think about rocking the animal to sleep as they breathe in and out.*]

RECAP: Today we pretended to be a starfish while we concentrated on our breathing. We also pretended to rock our animals (toys) to sleep while we breathed slowly in and out, in and out. Concentrating on our breathing and body can help our mind to calm down and our body to relax.

Scaffolding Tips

Extra support ■ If children have difficulty concentrating on their breathing while lying quietly on the floor, encourage them to think how their spread-out body is like a starfish and how their body might feel different when they move they move their arms and legs back in. ■ For children who might be struggling to calm down, try putting your hand gently on their forehead as you speak in a low, calm voice. ■ It is okay if some children do not want to close their eyes. They can still do the activity effectively.

Enrichment ■ If children are easily able to concentrate on their breathing and rocking their stuffed animal, encourage them to imagine how the stuffed animal or toy might feel being rocked to sleep. Encourage children to think about each movement of the stomach and whether it makes the animal or toy feel more relaxed.

Center Activity

In a quiet area of the room, hang a sheet to be used as a sort of tent. Play quiet, peaceful music and invite children to place a stuffed animal on their stomach and practice concentrating on their breathing.

Family Child Care

Practice this activity whenever children need a chance to calm down. This may help children to allow their bodies to relax more easily.

The *Starfish Stretch* game is described in the following source: Greenland, S. K. (2013). *The mindful child.* New York: Atria Paperback.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 1

Creating Art

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will select one of their own works of art to include in a classroom exhibition of art.

Key Concepts

New: Exhibition

Materials Needed

Samples of children's art (see Be Prepared)

*3 pictures as shown

*Printables Provided

Be Prepared: Assemble for each child a small collection of his/her art created in your classroom (see Science Week 47, Day 3). Choose an area in the room to be used for an art exhibition later this week. Send a note to families inviting them to explore the exhibition before or after pickup time later this week (Days 3–5).

BEGIN: We are learning so much about art! We know about different kinds of art like painting, drawing, sculpting, and collage. We also know how artists create art.

EXPLAIN: We have created art in our classroom. We have created so much art that we can put together an exhibition. An **exhibition** is a show of art or other items that people can attend.

Let's look at some pictures of art exhibitions.

[*Display three pictures of art exhibitions.*]



Fargo-Moorhead CVB/flickr/(CC BY-SA 2.0)



Daina Pocius/flickr/(CC BY 2.0)



ASK: What do we see? (lots of art work, different types of art)

EXPLAIN: An exhibition can show one artist's work or the work of many different artists.

Artists carefully choose the art they want to show to others in an exhibition.

Today each of us will pick one work of art we have created. The artwork each of us picks will be shown in our classroom's art exhibition later this week.

Each of us will decide what piece of art we want to show. You may want to select the work that was the most fun to make or the artwork you like the most. Each of us will decide.

ACT: [*Distribute to each child his/her collection of artwork. Encourage children to look closely at each piece and decide which one to show in the exhibition. Invite children to describe why they selected the piece they did.*]

RECAP: Today we learned about art exhibitions and made decisions about pieces of art to show in our classroom's exhibition later this week. Was it easy or hard for you to pick one piece only to include in our exhibition?

[*Put children's selected art pieces in a separate folder for their use tomorrow.*]

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

Scaffolding Tips

Extra support: ■ If children have difficulty choosing a piece of artwork, remind them of some questions to ask about their work: Which piece of art do I like the best? Which piece of art was the most fun to make?

Enrichment: ■ Some children may be familiar with the word "exhibit" in relation to an art exhibit. Often an exhibit shows the work of one or several artists. The word "exhibition" usually refers to a larger display of items, such as all of the work of children in a room.

Center Activity

Provide *pictures of different kinds of art (drawings, paintings, collages, murals). Invite children to sort the pictures by kind of art.





Raja Segar/wikimedia/(CC BY-SA 3.0)



Rob Lee/flickr/(CC BY-ND 2.0)







EniBogdani123/wikimedia





*Printables Provided

Family Child Care

Include in the exhibition the creations of all children in your setting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify and say the name and sound of selected letters.

Key Concepts

Review: Letter

Materials Needed

*Blank letter mats—1 per child

Marker—1 per child

*4–6 letter cards (see Be Prepared)

1-inch uppercase letter manipulatives

Small cups—1 per child

Also Promotes

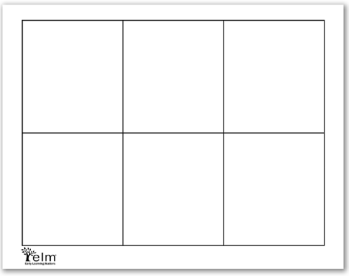
Physical/Health

*Printables provided

Be Prepared: Use results of the Week 43 letter assessments and your knowledge of children's letter knowledge to select 4–6 letters that would be helpful for children to review. Gather letter cards and uppercase letter manipulatives for the selected letters. Be sure letters are formed in the same manner in the letter manipulatives and on the letter cards. Place one set of the letter manipulatives in a small cup for each child. Today's activity is a variation of earlier use of letter mats and letter manipulatives (Language/Literacy Week 12, Day 4).

Another option for today's activity is to reintroduce selected letters using the activity plans in which the letters were presented. See the *Sequence of Skills and Learning Goals* chart in the *ELM Curriculum User Guide: 3–5 Years* for a quick guide to when letters were initially introduced.

Provide children with blank letter mats and markers. Display letter cards, one at a time. Say the name of the letter. Invite children to say the name of the letter. Example: "This is the letter G. Let's all say its name." Say the sound that the letter makes and a word that starts with the letter. Invite children to say the sound the letter makes. Example: "The letter G makes the sound /g/, like in the word 'goat.' Lets' together say the sound of the letter G: /g/."



Demonstrate how to write the letter. Invite children to write the letter in one of the boxes on their letter mat. (There will be two empty boxes if four letters are used instead of six.) Children may wish to use the letter card as a reference. Encourage children to write both the uppercase and lowercase forms of the letter.

After children have written all selected letters on their mats, give each child a cup of letter manipulatives. Invite children to match letter manipulatives and the letters they wrote on their mat. Display the letter card as a visual reminder of the letter.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will practice counting to a target number.

For Option 2

Key Concepts

Review: Last number counted

Materials Needed

*2 tracks 1–20

*4 sets of small numeral cards 1–5 (see Be Prepared)

2 car counters of different colors

*Printables provided

Option 1: Offer the Week 11, Day 4 activity to review how to count to a target number.

Option 2: Offer a game in which children practice counting to a target number.

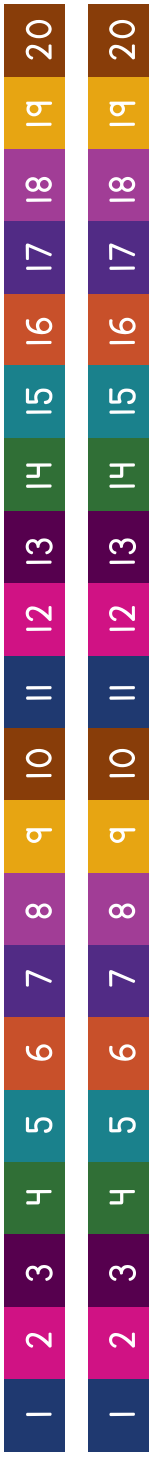
Be Prepared: Gather four cards for each of the following numerals: 1, 2, 3, 4, and 5 (total: 20 cards). Put the cards in random order in one stack.

Place the two tracks side by side, in the middle of the group of children. Show the two car counters. Place one car counter at the beginning of each track. Explain that we will work together to help the car counters reach the end of the track. Display 2–3 small numeral cards, one at a time, and lead children in naming each numeral and counting the number of dots on each card. Place the stack of randomly-organized cards face down near the starting points of the two tracks.

Demonstrate how to play by drawing a card from the top of the stack and naming the numeral. Move one car the number of spaces equal to the numeral on the card. Count aloud each space on the track as the car counter touches it. Point out that you stopped moving the car counter after you moved it the number of spaces shown on the card. Conclude your demonstration by returning the car counter you moved to the starting point for a child to use in the game.

Invite a child to draw a small numeral card and name the numeral. Encourage the child to move one of the car counters the number of spaces equal to the numeral on the card he/she drew. Invite another child to repeat the process, this time moving the other car. Continue playing the game by inviting each child, one at a time, to draw a small numeral card and move a car counter the number of spaces shown on the card. Children alternate moving the first or second car.

If all children have not had an opportunity to draw a small numeral card when one car counter reaches the end of the track, move both car counters to the starting line and start the game again.



Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

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 48, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *It's Raining, It's Pouring* from Week 48, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: [*Arrange children so they are sitting in a circle on the floor.*]

We are learning about many different emotions. We know what it means to feel silly. Remember, we feel happy and playful when we feel silly. Let's all show our silly faces!

EXPLAIN: Today we are going to sing a song we've sung before. It's the "Silly Faces Song."

ASK: What do we do when we sing the "Silly Faces Song"?

EXPLAIN: Each of us will get a turn to make a silly face while we sing the "Silly Faces Song." We know there are many different types of silly faces we can make!

Now (adult helper) and I are going to sing the song first to remind you of what to do.

[*The "Silly Faces Song" is sung to the tune of "Mary Had a Little Lamb." Sing the following song using the adult helper's name:*]

"_____ make a silly face, silly face, silly face. _____ make a silly face, watch and copy her!"

ACT: [*Invite children to imitate the adult helper's silly face.*]

EXPLAIN: Remember, each time we sing the song, we will use the name of a different child in our circle. The child we name will make a silly face, and then the rest of us will copy the silly face. We need to make sure we are paying attention, so we know what kind of silly face to make. Remember, we need to wait patiently for our turn. If you do not wish to make a silly face when it is your turn, just say "no thank you."

Let's try it together!

ACT: [*Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making a silly face, encourage the other children to imitate the silly face.*

If a child chooses not to make a silly face, that is okay. Move to the next child in the circle. Continue until you have sung each child's name. If children who did not initially want to make a silly face wish to do so after all other children have gone, invite them to do so.]

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Focusing & Remembering *continued*

Self-Regulation

EXPLAIN: Now we are going to change our song a little. This time we are going to call our song the "Angry Faces Song." When we sing the "Angry Faces Song," we will each get a turn to make an angry face. Show us your angry face! Let's try it!

ACT: [*Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making an angry face, encourage the other children to imitate the angry face.*

If a child chooses not to make an angry face, that is okay. Move to the next child in the circle. Continue until you have sung each child's name. If children who did not initially want to make an angry face wish to do so after all other children have gone, invite them to do so.]

EXPLAIN: [*If time permits:*]

Now we are going to change our song one more time. This time we are going to call our song the "Surprised Faces Song." When we sing the "Surprised Faces Song," we will each get a turn to make a surprised face. Show us your surprised face! Let's try it!

ACT: [*Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making a surprised face, encourage the other children to imitate the surprised face.*

If a child chooses not to make a surprised face, that is okay. Move to the next child in the circle. Continue until you have sung each child's name. If children who did not initially want to make a surprised face wish to do so after all other children have gone, invite them to do so.]

RECAP: Today we practiced paying attention to other children and copying someone else's silly, angry, and surprised face!

Scaffolding Tips

Extra support ■ If children are unsure of a silly, angry, or surprised face to make when their name is sung, give suggestions. ■ If children have difficulty waiting for their turn, remind them that we are following the order of children's placement in the circle, and we can wait for our turn by copying other children's silly, angry, or surprised faces. ■ If the song leads to an increase in silly behaviors, you may need to help children calm down. Example: "I see that we are all feeling a bit more silly after making silly/angry/surprised faces. Let's take a moment to calm down before we go to our next game. Let's take three deep breaths and pretend we are a sleepy kitten."

Enrichment ■ Invite children to sing the "Scared Faces Song": In the song sung today, replace the word "angry" or "surprised" with the word "scared." Sing the song together as children take turns making a scared face as the other children imitate the face.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 2

Focusing & Remembering *continued*

Self-Regulation

Center Activity

Encourage children to continue the "Angry Faces Song" or "Surprised Faces Song." Invite children to change the song to include options other than making an angry or surprised face. Examples: doing an angry/surprised dance or moving in an angry/surprised way.

Family Child Care

Sing the "Angry Faces Song" or "Surprised Faces Song" while outside. Encourage children to mimic each other's expressions while playing on the swings or playing with a ball.

The "Silly Faces Song" is an adaptation of the "Funny Faces Song" described in the following source: McClelland, M. M., & Tominey, S. L. (2016). *Stop, think, act: Integrating self-regulation in the early childhood classroom*. New York: Routledge.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 2

Creating Art

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand ways artists can share information about their artwork with people who attend an art exhibition.

Key Concepts

New: Label

Review: Exhibition

Materials Needed

*4 pictures as shown

Artwork selected yesterday by children for exhibition

Note cards—1 per child

Writing tools

Also Promotes

Language/Literacy

*Printables provided

Be Prepared: Arrange for another adult to help you support children in putting information on a label that describes their artwork.

BEGIN: Beginning tomorrow we will have an exhibition of art created by children in our room! Yesterday each of us picked one piece of art we want to include in our exhibition. We are inviting families and people at our center to attend the exhibition.



Daina Pocius/flickr/(CC BY 2.0)

EXPLAIN: People who attend the exhibition will want to know about the art we put on display. In an exhibition, usually each work of art has a label. A **label** tells people looking at the art something about the artist and the artwork.



Fargo-Moorhead CVB/flickr/(CC BY-SA 2.0)

[*Point out labels in two exhibition pictures.*

Display picture of a label and point to the label as you read it.]



This is a picture of a label. This label tells us who the artist is and when the art was created. Many times the artwork has a title.

ASK: What else has titles? (books)

EXPLAIN: There is another way we often can tell who created the art. Most artists sign their name on their art.



[*Display picture of signed artwork.*]

Here is a picture of a painting. If we look closely at the bottom of the painting, we can see where the artist signed her name.

ASK: Why do you think artists sign their art? (so people know who created the art)

EXPLAIN: Let's each use a note card to write our name. Please write as much of your name as you can. You may want to give your artwork a title. Your title can be short, like "a tree" or "my baby brother" or "my house." (Name of other classroom adult) and I can help you put a title on your label, if you wish. We also will add the year you create your artwork.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

You may want to put your name on your piece of art. Usually the artist's name goes at the bottom of the artwork.

ACT: [*Distribute note cards and writing tools. Provide appropriate assistance to children in preparing a label for their art. Collect artwork and labels for hanging.*

If time permits, show children the space where artwork will be displayed.]

RECAP: Today we learned how artists can share information about their artwork. Art that is in an exhibition often has a label that tells the name of the artist, the year the artwork was done, and sometimes the title of the artwork. We made labels for our artwork. People who attend our art exhibition can learn about our art by reading a label and looking at our work.

Scaffolding Tips

Extra support ■ For children who want to provide a title for their work but are unclear on what to say in a title, offer support by first asking what the piece is about and then suggesting several title options based on the child's response.

Enrichment ■ Explain that some children may be in the room when people attend the exhibition. Ask children what they might want to say to someone who asks them about their work.

Center Activity

Provide materials for children to continue working on their labels. Invite several volunteer children to help you hang or display the artwork.

Family Child Care

Take a walk around the neighborhood and look for art. Use a similar chart labeled Art in Our Neighborhood to record what is found.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.

Key Concepts

New: 3–4 words (see Be Prepared)

Review: Words introduced on Day 1

Materials Needed

Book read on Day 1

Chart from Day 1

Marker

Be Prepared: This is the second of two repeated readings of a book with children. Today's reading focuses on children's comprehension of information presented in the book, as well as connections to the book. This session also helps children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 3–4 important words to define today.

Words We Understand

Open the session by displaying the book cover and reminding children that we read the book on Day 1. Encourage children to describe what they remember about the book, such as the main characters, what happened first, and what happened next.

Use children's recollections to provide a brief summary of the book organized by the sequence of events. See Week 46, Day 3 for examples.

Show the chart from Day 1. Remind children of the words and their meanings from Day 1. Write and define each of the new words to be introduced today.

Reintroduce the book by reading its title and names of the author(s) and illustrator. Read the book. Pause at appropriate times to help children comprehend an illustration, an event, or a character. After reading the book, ask questions that help children connect their experiences to the story or a character. See Week 46, Day 3 for examples.

Draw children's attention to your Words We Understand chart. Point to and read each word introduced today. Help children remember how the word was used in today's book.

Conclude the session by inviting children to describe one thing they remember the most about the book. (event, character, illustration)

Scaffolding Tips

Extra support ■ In the opening segment of the activity, show book illustrations to help children recall characters, events, and the sequence of events. ■ Display, and encourage children to describe, book illustrations that directly pertain to a novel word.

Enrichment ■ Provide props during center time and other play periods that are related to the book. Example: Provide silk flowers and containers for children after reading *Miss Tizzy*. ■ Invite children to retell the story.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will deepen their understanding that the last number counted represents the total number of items in a group (cardinality).

For Option 2

Key Concepts

Review: Last number counted

Materials Needed

Counters—up to 10 per child

*Star cards 3–10

*Printables provided

Option 1: Offer the Week 12, Day 1 activity to reinforce children's understanding that the last number counted represents the total number in a group (cardinality).

Option 2: Support children in determining whether their group of counters is equal to the number of stars displayed on a randomly-selected card.



Give each child between 3–10 counters. Vary the number of counters each child receives. Explain that a child sitting next to us may have fewer or more circles (counters) than we have.

Invite children to organize their counters in a row in front of them and then count their counters. Encourage children to remember how many counters are in their group.

Place the star cards in random order in a stack face down in the middle of the group. Pull the first card, show it to all children, and invite children to stand if the number of counters in their group is equal to the number of stars on the card. Invite children to sit again and to count together the counters in their group, pointing to each counter as they count.

Repeat this process with the remaining star cards. Invite children who have already stood to take turns pulling a card, showing it to children, and leading children with the designated number of counters in counting.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large/Small Group

Skill and Goal

Emotion knowledge

Perspective-taking

Children will strengthen their understanding of how to consider another person's perspective.

For Option 2

Key Concepts

New: Graffiti
Witness

Review: Soup kitchen
Blind

Materials Needed

Last Stop on Market Street by Matt De La Peña

Option 1: Offer the Week 28, Day 2 activity to review the concept of taking another person's perspective.

Option 2: Engage children in a book-focused discussion of what someone else might be thinking or feeling.

Explain that we will read a book to help us understand that we can think about what someone else might be thinking or feeling.



Display the cover of the book. Explain that our book is about a child named CJ and his grandma. They go to a soup kitchen. Remind children that a soup kitchen is a place that serves people a meal to eat.

Explain that our book has several words we may not know. **Graffiti** is words or art that have been painted on a building without permission. A **witness** is a person who notices something.

Read the book and use your own words to describe illustrations directly related to the text. At the conclusion of the book, support children in recalling and interpreting information in the book by displaying pertinent pictures in the book and asking questions, such as the following:

- When Nana and CJ got on the bus, Nana made sure that CJ gave a big smile and said "good afternoon" to all of the passengers on the bus. Why do you think Nana wanted CJ to smile and say "good afternoon" to everyone on the bus?
- Someone on the bus played a guitar. CJ, his Nana, and a spotted dog on the bus closed their eyes to listen to the music. Who else on the bus listened to the music with his ears only? (the man who cannot see; he got on the bus with his spotted dog)
- What did CJ think about the area on Market Street where he and Nana got off the bus? (it was dirty)
- At the beginning of our story, CJ did not want to go to the soup kitchen. But at the end of our story, CJ was glad he went to the soup kitchen. Why did CJ change how he felt about going to the soup kitchen?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 3

Creating Art

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that book illustrations can represent different types of art.

Key Concepts

New: Photograph

Review: Drawing

Materials Needed

Classroom books (see Be Prepared)

Be Prepared: Choose 3–4 books to show different types of art as illustrations. Examples: Maurice Sendak (drawings), Don and Audrey Wood (paintings), Tana Hoban (photographs), Eric Carle (collage).

BEGIN: Some different types of art are included in our classroom's art exhibit. Today we are going to talk about the different kinds of art that authors and illustrators include in their books.

EXPLAIN: We know that an author and an illustrator can use creative ways to write and illustrate their books.



A book may include drawings or pictures of paintings or photographs. A **photograph** is a picture made with a camera. Several weeks ago we looked at collages in books written and illustrated by Eric Carle.

Let's look at some art in books we have in our classroom.

[*Display books.*]

We can see the illustrations on the front cover of each of these books. Each illustration is different.

ACT: [*Display books, one at a time. Help children identify illustrations as a certain kind of art. Examples: Display Tana Hoban's illustrations. "These illustrations were taken with a camera. What kind of art are they?" (photographs) "Maurice Sendak uses pencils to make his illustrations. What kind of art are they?" (drawings)*]

RECAP: Today we learned that the illustrations in a book can be different kinds of art.

Scaffolding Tips

Extra support: ■ Compare two distinct types of illustrations. Example: compare photographs with collage illustrations. Encourage children to point out differences.

Enrichment: ■ Invite children to identify the kind of art in an illustration of a classroom book of their choice. ■ In the discussion of drawings, remind children that several weeks ago we looked closely at drawings in the book about Pinduli, written and illustrated by Janell Cannon. We also looked at drawings in *Stellaluna*, another book written and illustrated by Ms. Cannon.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 3

Creating Art *continued*

Creative Expression

Center Activity

Provide the books featured in today's group activity so children can look at illustrations not shown or discussed during the session. Encourage children to compare different types of art as illustrated in two or more books. Ask children what an illustration created with one type of art might look like using a different type of art. Example: How would an image shown in a drawing look as a painting?

Family Child Care

Encourage children to stand next to their artwork when a family attends the exhibition. The family may wish to talk with a child about his/her work or to offer a compliment. Remind children of how we can respond to a compliment about something we have done (Social-Emotional Week 9).

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will use finger paint to write their first name.

Key Concepts

Review: Letter

Materials Needed

Finger paints

Children's name cards

Paper or resealable, gallon-size plastic bags —1 per child

Smocks

Also Promotes

Creative Expression

Physical/Health

Provide each child with one piece of paper and access to shared finger paints for writing his/her first name. Also provide each child with his/her name card. Invite children to write their first name or as many letters in their first name as they can. Some children may wish to write their last name, too. Display children's work after it dries.

Another activity option for today is to encourage children to trace their first name on finger paint that you place (in advance of the activity) in clear resealable gallon-size plastic bags. There needs to be enough finger paint in a bag so that all the letters of a child's name can be written. Squeeze the extra air out of the bag before sealing it. Demonstrate how to trace your name on a bag. After children write their first name, they can slide their hand back and forth over the bag to erase their name and then write their names again.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will form groups equal to a given quantity.

For Option 2



Key Concepts

Review: Last number counted



Materials Needed

*Small numeral cards 1–12

Counters—15 per child

*Printables provided

Option 1: Offer the Week 12, Day 3 activity to review forming a group of a given quantity.

Option 2: Engage children in forming a group of items equal to a randomly-selected quantity.

Arrange children in a circle. Display the small numeral cards one at a time in random order. For each card, invite children to say the number and count aloud the dots.

Give each child 15 counters. Encourage children to count their counters to make sure they received 15. Place small numeral cards in random order face down. Select the top card from the stack of small numeral cards. Display the selected card and say its number. Invite children to make a group of their counters that is equal to the numeral shown on the card. Encourage children to count their group of counters aloud together. Remind children that the last number counted is the total number of items in a group. Then ask children to return their group of counters to their larger collection of 15 counters. Set aside the card you pulled.

Pass the stack of numeral cards (still face down) to the child sitting next to you and invite the child to select the top card, show it to all children, and say its number. Invite children to make a group of counters equal to the numeral on the card. Encourage children to count their group of counters aloud together. Then ask children to return their group of counters to their larger collection of 15 counters. Ask the child who pulled the card to return the card to you.

Repeat the process described above until all children have an opportunity to pull and display a card, and say its number.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 4

Understanding Feelings

Social-Emotional

3-5 YEARS

Large/Small Group



Skill and Goal

Emotion knowledge

Perspective-taking

Children will practice considering another person's perspective.

For Option 2



Key Concepts

Review: Cooperate



Materials Needed

None

Option 1: Offer the Week 28, Day 3 activity to review how to consider another person's perspective.

Option 2: Engage children in a discussion of how a child might respond to a situation, including possibilities for cooperating with another child.

Open the session by reminding children that we can get along better with people when we think about how someone else might be feeling or thinking. Explain that today we will talk about some situations involving two children. We will talk about what a child might be thinking or feeling.

Describe each of the following situations (or as many situations as time permits). Repeat your description of a situation if children seem unclear about what happened. Provide time for children to think about the questions you ask about a situation. Restate a question if children seem unclear about what you are asking.

Situation #1: Kenneth and Christian worked together to build a house. The house was almost done. Kenneth said "I think I want it to be a fire station." Christian shook his head and said "No."

What do you think Kenneth thought when Christian said he did not want the house to be a fire station? What do you think the boys could do so they can continue to work together?

Situation #2: Chantel and Desiree are painting a picture together on a large piece of paper. They talk about the colors they want to use. Desiree accidentally knocks over the bowl of water. It spills on the paper. Chantel says "Oh no!"

What do you think Desiree thought when Chantel said "Oh no!"? What might the children do they can continue to paint a picture together?

Situation #3: Diego is making a castle in the sandbox during outside time. Camila kicks a ball and it knocks into Diego's sand castle. Diego folds his arms across his chest and looks frustrated.

What do you think Camila thought when her ball hit Diego's sand castle and she saw Diego look frustrated? What should Camila do? What should Diego do?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will strengthen their locomotor skills by moving under, over, and around obstacles.

For Option 2

Key Concepts

Review: Around

Materials Needed

Small table

6 wooden blocks

5 small traffic cones

Tape

Also Promotes

Self-Regulation

Option 1: Offer the Week 29, Day 4 activity to practice moving different ways around obstacles.

Option 2: Engage children in going around obstacles, over an obstacle, and under an obstacle.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited. Use a piece of tape to designate a starting point. Place the table (or an item children can go under) about four feet from the starting point. Within close proximity to the table, place the traffic cones in a line that provides about two feet between each cone. Place two stacks of three wooden blocks near the end of the line of cones. Secure the assistance of another adult for the activity.

Explain that in today's activity we can go under a table, around some cones, and over a small stack of blocks. Describe and demonstrate how to move around, under, or over each obstacle. Include the following information:

- Traffic cones: remind children that we go around something to avoid bumping into it.
- Table: remind children we need to bend down, or maybe crawl, to go under the table. Invite a volunteer child to demonstrate.
- Stack of blocks: explain that we can step over each of the two stacks of blocks. You may wish to suggest that experienced jumpers might jump over one or both of the stacks.

Invite children to participate one at a time, using a management system that indicates where children should wait before and after their turn. Some children may prefer to watch rather than engage with some or all of the obstacles.

The activity plan is an adaptation of an activity described in the following source: https://www.educateiowa.gov/sites/files/ed/documents/Moveforthought_Pre_K-K_final_one_page.pdf

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: Today's reading focuses on children's understanding of basic information presented in a book. The plan described below is for a single reading of the book. Select 3–5 novel words in the book to define for children. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write and define the words you identified for children to learn (see Be Prepared).

Display the book cover and read the title and names of the author(s) and illustrator. Engage children with the book, using a strategy focused on the book's front cover. See Week 46, Day 5 for examples.

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, events, or words that may be challenging for children to understand. Ask questions or offer descriptions that help children focus on key parts of the story. See Week 46, Day 5 for examples.

Ask questions, such as the following, to help children remember important aspects of the book:

- Who were the main characters? (no more than three)
- What happened first in the book?
- What happened next?

Use children's responses to provide a quick recap of the story. See Week 46, Day 5 for examples.

Review new words introduced today. Point to and read each word on the chart. Help children remember how the word was used in today's book.

Offer a book-related transition to children's next activity. See Week 46, Day 5 for examples.

Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.

Key Concepts

New: 3–5 words (see Be Prepared)

Materials Needed

Book of your choice

Chart paper

Marker

elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

Extra support ■ Use illustrations to help children respond to questions, such as a picture of main character(s).

Enrichment ■ Invite children to explain the meaning of novel words. ■ Invite a child to retell the story. ■ Ask questions that prompt children to connect book events to their own experiences.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will form groups equal to a given quantity, including a quantity that is one more.

For Option 2



Key Concepts

Review: One more



Materials Needed

*Small numeral cards 1–12

Counters—15 per child

*Printables provided

Option 1: Offer the Week 12, Day 2 activity to review forming a group of a given quantity.

Option 2: Engage children in forming a group of items equal to one more than a randomly-selected quantity.

The Option 2 activity is a variant of the Option 2 activity offered on Day 4. In today's activity, children form a group of counters that is one more than the quantity shown on a randomly-selected card.

Arrange children in a circle. Display the small numeral cards one at a time in random order. For each card, invite children to say the number and count aloud the dots.

Give each child 15 counters (circles). Encourage children to count their counters to make sure they received 15. Place the small numeral cards in random order face down. Select the top card from the stack of small numeral cards. Display the selected card to all children and say its number. Invite children to make a group of their counters that is one more than the numeral shown on the card. If appropriate, lead children in counting the dots on the displayed card and add one more to the quantity. Encourage children to count their group of counters aloud together. Then ask children to return their group of counters to their larger collection of 15 counters. Set aside the card you pulled.

Pass the stack of numeral cards (still face down) to the child sitting next to you and invite the child to select the top card, show it to all children, and say its number. Invite children to make a group of counters that is one more than the numeral on the card. Encourage children to count their group of counters aloud together. Then ask children to return their group of counters to their larger collection of 15 counters. Ask the child who pulled the card to return the card to you.

Repeat the process described above until all children have an opportunity to pull and display a card, and say its number.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 5

Understanding Feelings

Social-Emotional

3-5 YEARS

Small Group

Skill and Goal

Emotion knowledge

Perspective-taking

Children will strengthen their understanding of the concept of empathy.

For Option 2

Key Concepts

Review: Empathy

Materials Needed

Last Stop on Market Street by Matt De La Peña

Option 1: Offer the Week 29, Day 2 activity to review the concept of empathy.

Option 2: Engage children in identifying and discussing times when the main characters of a book feel empathy.

Open the session by reminding children that we have empathy when we understand how someone else is feeling. We are learning how to understand how someone else might be feeling or thinking.



Display the book cover and remind children we listened to and talked about this story earlier in the week. Remind children that when we read the book earlier this week, we paid attention to how the boy in the story (CJ) was thinking and feeling.

Explain that we will read the book again. Today we will pay special attention to when CJ and Nana understood how someone else was feeling (they felt empathy toward someone else).

Read the book. At the conclusion of the book, engage children in a discussion of book situations where it appears CJ or Nancy understood how someone else was feeling. Select situations you anticipate children in your group will readily understand regarding empathy.

Below are some situations you might to discuss:

- CJ "spotted their familiar faces in the window" and said "I'm glad we came." He thought his nana might laugh her deep laugh, but she didn't. She patted him on the head and told him, "Me too, CJ. Now, come on." What was CJ thinking or feeling when he saw familiar faces in the window? Why?
- Display and reread for children the two pages that picture the spotted dog, the woman holding butterflies, Nana touching the hand of the man who is blind, and CJ by the umbrella. The text starts with "A man climbed aboard with a spotted dog" and ends with "Nana squeezed the man's hand and laughed her deep laugh." What was Nana feeling or thinking about the man whose hand she squeezed? Why?
- Display and reread the pages about music, starting with "Two older boys got on next" and ending with "CJ's chest grew full and he was lost in the sound and the sound gave him the feeling of music." What was CJ thinking or feeling?

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 5

Understanding Feelings *continued*

Social-Emotional

You may wish to add further challenge to the discussion by asking children what they think people at the soup kitchen felt or thought about CJ and Nana coming to the soup kitchen. Who at the soup kitchen seemed to understand how CJ or Nana felt?

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will strengthen their locomotor skills for galloping and skipping.

For Option 2

Key Concepts

Review: Skip
Gallop

Materials Needed

Tape

2 small tables

4 small toys

Option 1: Offer the Week 30, Day 4 activity to provide practice in skipping.

Option 2: Engage children in a game that provides guided practice in skipping and galloping. This is a modified version of an activity offered in Week 6, Day 5.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited. Place two pieces of tape on the floor or ground near each other to designate two starting points. Place a small table about 20 feet away from each of the starting points. Place two toys on each table. Secure the assistance of another adult for the activity.

Explain that today we will play a game that involves skipping and galloping. The game helps us practice how to skip and gallop while having some fun. We are not competing in this game. Offer reminders of how to skip (Week 30) and how to gallop (Week 6) as summarized below.

- Gallop: We take a large step forward with one foot and leg. We then bring our other foot and leg forward. We start the next gallop with the same foot and leg. Invite a volunteer child to demonstrate.
- Skip: We hop and land on one foot, and then we hop and land on our other foot. We move our body forward when we skip. Invite a volunteer child to demonstrate.

Explain how our game works:

- We wait behind the starting line for our turn. We participate one at a time.
- When it is our turn, we skip to the table and pick up one of the toys.
- We gallop back to the starting line with the toy in our hand. We give the toy to the child who is waiting at the starting line. We sit down (in an area you designate) to watch other children play the game.
- The child skips with the toy to the table, puts the toy on the table, and picks up the other toy.
- The child gallops back to the starting line with the toy and gives the toy to the child who is waiting at the starting line.
- We continue until all children have an opportunity to participate.

You may wish to invite a volunteer child to demonstrate skipping to the table, picking up a toy, and galloping back to the starting line with the toy in hand.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 49

DAY 5

Moving Our Bodies

Physical/ Health

Organize children into two groups (one for each starting point) and clearly indicate where children are to stand while waiting for a turn and where to sit after taking a turn. Remind children of pertinent safety rules.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand and comprehend information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Practice in writing our first name (Days 2, 4)

Mathematics

Counting Things

- Collecting, organizing, and interpreting information for a chart (Day 1)
- Learning information in a chart (Day 2)
- Organizing and interpreting information from a chart (Days 3, 4)
- Presenting information for a chart (Day 5)

Self-Regulation

Paying Attention

- Concentrating on our breathing while stretching our bodies
  - ❍ Practicing two yoga poses (Day 1)

Focusing & Remembering

- Following requests by watching and taking turns
  - ❍ *Mirror, Mirror* game (Day 2)

Social-Emotional

Getting Along with Others

- Ways we can be helpful to others (Days 3, 4)
- Practicing how to give and receive compliments (Day 5)

Social Studies

See Creative Expression

Creative Expression

Creating Art

- Art in our center and home (Day 1)
- Art in our community (Day 2)
- Art can be stored and displayed in a museum (Day 3)
- Feelings we may have when we look at different kinds of art (Day 3)

Physical/ Health

Moving Our Bodies

- Practicing how to kick a ball toward a target from a stationary position (Day 4)
- Practicing how to kick a ball toward a target from a moving position (Day 5)

Revision 07/02/20

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

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: 3–4 words (see Be Prepared)

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

Be Prepared: This is the first of two repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in the book. In advance of the session, identify all novel words you intend to define for children during the two readings of the book. Select 3–4 important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write several words from your list of novel words for children to learn (see Be Prepared). Say each new word and talk with children about what the word means.

Display the front cover of the book, and read the book title and names of the author(s) and illustrator. Invite children into the book by asking questions, such as "What do we see on the cover of the book?" "What might this book be about?"

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, words, or events that might be challenging for children to understand. See Week 46, Day 1 for examples.

Support children's understanding of novel words used in the book. For each word on your Words We Understand chart, ask children what the word means and help children recall how the word was used in the book. See Week 46, Day 1 for examples.

Close the book reading session by asking questions that will help children remember the main characters and the major events of the book. Examples:

- What was our book about?
- Who were the main characters of the book?
- What happened first? What happened next?
- What happened at the end of the book?

Incorporate children's responses into a short summary of the book. See Week 46, Day 1 for an example.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

Extra support ■ Display, and encourage children to describe, book illustrations that directly pertain to discussion of a novel word.

Enrichment ■ Ask questions that start with "Why do you think . . ." or "How did you know . . ." to promote deeper thinking.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to collect and organize information.

For Option 2

Key Concepts

Review: Last number counted
Fewest
Most
Equal

Materials Needed

Beads

Cups—1 per child

Option 1: Offer the Week 30, Day 1 activity to review how to collect and organize information for a chart.

Option 2: Engage children in collecting (sorting, counting) and interpreting information about three groups of beads.

Be Prepared: Place 5–9 beads of three different colors in a small cup for each child. Ensure that each cup has a different number of beads of each color, and that the amounts of two colors of beads in each cup are close in number. Examples: one cup may have five purple beads, seven yellow beads, and eight orange beads. Another cup may have eight purple beads, three yellow beads, and four orange beads. The activity will work best at a table that offers sufficient space in front of each child.

Explain that each child will receive a cup with three different colors of beads. Each of us will sort our beads by color. Then each of us will count our three groups of beads and decide which group has the most beads and which group has the fewest beads. Remind children that the last number counted tells us how many, and that we are collecting information when we sort and count. You may wish to provide a demonstration.

Give each child a cup of beads, and invite children to sort by color and then count the number of beads in each group. Encourage children to work in the space directly in front of them and to be careful to keep their three groups of beads separate.

After a child has sorted and counted his/her beads, ask individual children which of his/her groups (by color) has the most beads (more beads than the child's other two groups) and which of his/her groups has the fewest beads (the smallest amount among the three groups). If time permits, invite a child to organize the three groups from most (at the bottom) to fewest (at the top).

The Option 2 activity plan is an adaptation of Activity #9b in *Math Is Everywhere*, a preschool math curriculum compiled from a variety of resources by David Arnold, Jennifer Dobbs-Oates, Greta Doctoroff, and Paige Fisher at the University of Massachusetts, Amherst. The Arnold et al. group cites the following source for Activity # 9b: Croft, D. J. (1999). *An activities handbook for teachers of young children*. Boston, MA: Houghton Mifflin Company.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

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.

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

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.

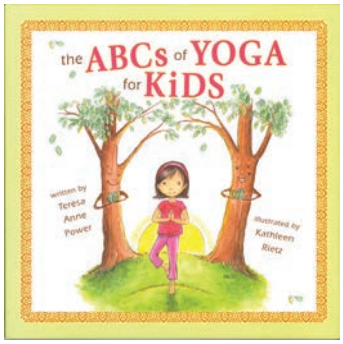
Now we will let go of our thoughts about how our body feels. Let's pretend we are putting our thoughts on a big cloud in the sky. Let's imagine we are watching our thoughts float away on a big cloud so our mind is quiet. Now we can think about our breathing again. Let's breathe together again while we 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 48, 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*

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Paying Attention *continued*

picture. Example: "This is called the triangle pose. How does the child's body look like a triangle?"

Show children the picture of the first chosen pose from the book. Demonstrate the pose and then invite children to try it. Remind children to take three deep breaths as they hold the pose. Repeat the pose with three deep breaths. Then show children the picture from the book of the second chosen pose and use the same approach for children. Repeat the pose with three deep breaths.]

RECAP: We are learning to calm our minds and use good self-control by concentrating on our breathing and our bodies. We did some yoga poses. Yoga helps us concentrate on our breathing while stretching our bodies. Which yoga pose helped you the most in calming your mind?

Scaffolding Tips

Extra support ■ If children have difficulty with the yoga poses you demonstrate, help by gently placing their bodies in the desired position.

Enrichment ■ If children are comfortably holding a pose while taking three deep breaths, invite them to take more deep breaths (up to five, if they wish). ■ Invite children to demonstrate a pose in the book. Encourage others to try the pose also.

Center Activity

Place one or two yoga mats in an area of the room, plus pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done in previous weeks. 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.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 1

Creating Art

Creative Expression

Be Prepared: Arrange for an adult to help you take children on a tour of your child development center to look at and talk about art.

3–5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will strengthen their awareness of art in their child development center and in their homes.

Key Concepts

Review: Label

Materials Needed

None

BEGIN: We create a lot of art in our classroom. Last week we held an exhibition of art done by children in our room.

ASK:
- Did you like having our families and people from our center look at some of the art we created?
- What did you like about the exhibition?

EXPLAIN: Our exhibition was a special way to share our art with families and other people. We show our art all the time in our classroom.

ASK:
- What part(s) of our room usually has art hanging on the walls or sitting on tables or shelves?
- Many families hang their children's art on the refrigerator. Where is art shown in your home?

EXPLAIN: There is art in each of the classrooms at our center. There also is art in other parts of our center. Today we are going to walk through our center to look for art. We may see a painting, a collage, a drawing, some photographs, or other types of art. Maybe some of the art we find has a label that tells us more about the artwork.

Sometimes we walk past things that we do not notice. We may be focused on getting somewhere and not take time to look at what is around us. On our walk today, we can take time to pay attention to art that is hanging on the walls and art that may be sitting on tables or shelves.

ACT: [*With the help of another adult, take children on a walk through your center. Point out all forms of art. Talk with children about the images and type of art on display. Point out artist signatures, if present, and labels that accompany artwork. Save time for a brief discussion after the tour.*]

RECAP: Today we talked about art in our homes and in our center.
- What type of art did we see?
- Why do you think our center shows art? (to make our center more beautiful, to show what children can do)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50
DAY 1

Creating Art *continued*

Creative Expression

Scaffolding Tips

Extra support: ■ In the discussion of a label for artwork, remind children of last week's use of labels for the art exhibition. A label tells us the name of the author, usually when (the year) the art was created, and sometimes a title of the artwork.

Enrichment: ■ In discussions of art displayed in your room and in your center, invite children to identify other places (in your room or center) where art could be shown.

Center Activity

In the art center, invite children to create art to take home with them. Provide cardboard frames ready for art, such as drawings, paintings, etc.

Family Child Care

Talk with children about adding additional art pieces to your setting. Ask children what kinds of art could be added and if children would like to make the items.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will practice writing their first name in sand.

Key Concepts

Review: Letter

Materials Needed

Sand

Tray with at least a 1-inch side—1 per child

Children's name cards

Also Promotes

Physical/Health

Be Prepared: Place enough sand on each tray to provide a visible line when a finger makes a mark in the sand, and so that all letters of a first name can be written.



Display a tray with sand and explain that today we will practice writing our first name in the sand. Provide a demonstration in which you describe each letter. Example: "I am going to write an uppercase A. We know that all names begin with an uppercase letter. I am going to make three straight lines to write an uppercase A."

Give each child a tray of sand and his/her name card. Encourage children to write as much of their name as possible. Children who are experienced writing their first name may wish to write their last name.

Children can gently shake their tray to erase what was written and practice again. Continue the activity as long as time and interest permit.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to learn information from a chart and use math words.

For Option 2

Key Concepts

Review: Last number counted
Most
Fewest
Equal
Voting
Collect

Materials Needed

*3 dinosaur chart pictures as shown

Chart paper

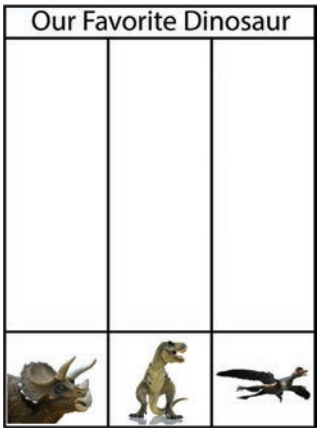
Several markers of same color

*Printables provided

Option 1: Offer the Week 29, Day 1 activity to review sorting and counting.

Option 2: Engage children in collecting and interpreting chart information on children's favorite dinosaurs.

Be Prepared: Organize a three-column chart with the three pictured dinosaurs. Add the following title to the chart: Our Favorite Dinosaur.



Open the session by displaying and describing the chart. Invite children to name each dinosaur. (The dinosaurs were introduced in Science Weeks 46–47.) Provide the name of any dinosaur not identified by children. Children may wish to comment on each dinosaur. Keep in mind that the focus of this activity is using a chart, not reviewing what we know about dinosaurs.

Explain that we will use our chart to find out which of the three dinosaurs on our chart is a favorite of children in our room. Each of us will put an X above the dinosaur we like the best. Remind children that we know how to vote. We are collecting information when we vote. The dinosaur on our chart that is our favorite will have the most X marks above it. A group that has the most of something has more than any other group.

Invite children, one at a time, to use a marker to place an X above their favorite dinosaur on the chart. After all children have placed an X on the chart, lead children in counting together the number of X marks above each dinosaur. Point to each X mark as children count. Remind children that the last number counted tells us how many X marks are in each group. Write the numeral that represents the number of X marks for each dinosaur at the top of each column. Restate the number of X marks in each dinosaur group before moving to the next dinosaur group.

Ask: What do our numbers tell us about which of the three dinosaurs is a favorite? Encourage discussion of the following:

- Which dinosaur is the favorite of the most children in our room?
- Which dinosaur is the favorite of the fewest children in our room? (the group with the fewest of something has the smallest amount)
- Do any dinosaurs have an equal number of X marks? (equal means they are the same)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 2

Focusing & Remembering

Self-Regulation

3–5 YEARS

Be Prepared: If time permits, offer the "Silly Faces Song" from Week 49, Day 2 as a second activity. If the game *Mirror, Mirror* described below is too challenging for a majority of children, stop at an appropriate place and offer the "Silly Faces Song." 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)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50
DAY 2

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Omit the use of a craft stick if it becomes confusing to children.

Enrichment ■ Invite children to pretend to look in the mirror as the rest of the class mimics their actions.

Center Activity

Encourage children to take turns playing *Mirror, Mirror*. Provide a craft stick as a prop.

Family Child Care

Play *Mirror, Mirror* while outside. Encourage children to mimic each other while playing on the swings or playing with a ball.

The *Mirror, Mirror* game is described in the following source: McClelland, M. M., & Tominey, S. L. (2016). *Stop, think, act: Integrating self-regulation in the early childhood classroom*. New York: Routledge.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 2

Creating Art

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will strengthen their awareness of art in their communities.

Key Concepts

Review: Mural

Materials Needed

*3 pictures as shown (see Be Prepared)

*Printables Provided

Be Prepared: If you were able to take or secure pictures of art in your community (see Creative Expression Week 48, Day 2), use them in addition to, or in place of, the three provided pictures.

BEGIN: We are learning that art is all around us. We can find art in our room, our center, in the books we read, and in our homes.

EXPLAIN: Many communities have artwork. Several weeks ago we looked at pictures of murals that are in communities. A mural can be on the outside of a building or on the inside of a building.

ACT: Let's look at some pictures of art that can be found in a community.

[*Display pictures of art in your community, using pictures you have taken or secured, and/or the provided pictures of art in communities. Show pictures one at a time and use questions, such as the following, to facilitate discussion:*

- *What do we see in this picture?*
- *What kind of art is this? (sculpture, mural, etc.)*
- *Do you think it took more than one artist to create this work? How many artists?*]







Marc Smith/flickr/(CC BY 2.0)

RECAP: Art can be found in many places. We can find art in our classroom, our center, in the books we read, and in our homes. Today we talked about art that can be found in a community.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50
DAY 2

Creating Art *continued*

Creative Expression

Scaffolding Tips

Extra support: ■ Remind children that a mural is a big piece of art created on a wall, building, or ceiling. (Creative Expression Week 48, Day 1). ■ If you display the provided picture of outdoor stairs, engage children in a discussion of the material used to make the stairs. It appears small stones were placed in cement to form different designs. ■ Ask specific questions about the art shown in pictures. Example: "Is this a sculpture or a painting?" You may also wish to ask children questions about colors, shapes, and lines found in the art.

Enrichment: ■ Point out picture examples that have more than one kind of art. Example: a painted sculpture. Encourage children to discuss why they think the artist used more than one way to create the art. ■ Talk with children about how some works of art can also be used by people. Example: the stairs. Children can play on some types of art.

Center Activity

Encourage children to create drawings of different kinds of art that they would like to see in their community. Example: children could plan a playground that is made of a sculpture that can be played on.

Family Child Care

Invite children to use recycled items to create an example (a prototype or miniature version) of a sculpture that could be used outside. Another option is to provide sidewalk chalk for children to create art outside of your home.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.

Key Concepts

New: 3–4 words (see Be Prepared)

Review: Words introduced on Day 1

Materials Needed

Book read on Day 1

Chart from Day 1

Marker

Be Prepared: This is the second of two repeated readings of a book with children. Today's reading focuses on children's comprehension of information presented in the book, as well as connections to the book. This session also helps children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 3–4 important words to define today.

Words We Understand

Open the session by displaying the book cover and reminding children that we read the book on Day 1. Encourage children to describe what they remember about the book, such as the main characters, what happened first, and what happened next.

Use children's recollections to provide a brief summary of the book organized by the sequence of events. See Week 46, Day 3 for examples.

Show the chart from Day 1. Remind children of the words and their meanings from Day 1. Write and define each of the new words to be introduced today.

Reintroduce the book by reading its title and names of the author(s) and illustrator. Read the book. Pause at appropriate times to help children comprehend an illustration, an event, or a character. After reading the book, ask questions that help children connect their experiences to the story or a character. See Week 46, Day 3 for examples.

Draw children's attention to your Words We Understand chart. Point to and read each word introduced today. Help children remember how the word was used in today's book.

Conclude the session by inviting children to describe one thing they remember the most about the book. (event, character, illustration)

Scaffolding Tips

Extra support ■ In the opening segment of the activity, show book illustrations to help children recall characters, events, and the sequence of events. ■ Display, and encourage children to describe, book illustrations that directly pertain to a novel word.

Enrichment ■ Provide props that are related to the book during center time and other play periods. Example: Provide silk flowers and containers for children after reading *Miss Tizzy*. ■ Invite children to retell the story.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to prepare and interpret chart information.

For Option 2

Key Concepts

Review: Last number counted

Most

Fewest

Materials Needed

Crayons—3 different colors (see Be Prepared)

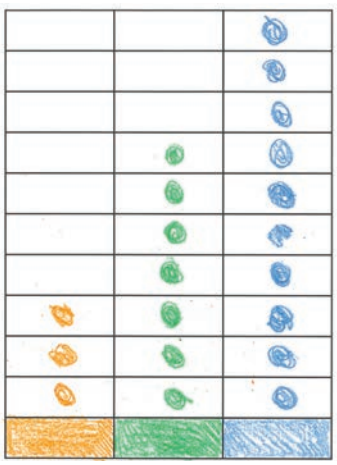
Chart paper

3 index cards

Option 1: Offer the Week 29, Day 2 activity to review how to organize information on a chart.

Option 2: Engage children in organizing and interpreting a chart that shows how many crayons we have of three different colors.

Be Prepared: Gather crayons of three different colors equal to the number of children in your group. Each color group should have a different number of crayons. Example: In a room of 20 children, secure group of 10 blue crayons, a group of seven green crayons, and a group of three orange crayons. Color three different index cards with crayons matching the colors in your three groups of crayons. Create a chart with three columns and place the index cards at the bottom of the chart. See example.



Open the session by reminding children that yesterday we put X marks above our favorite dinosaur shown on a chart. We then counted the X marks above each picture to find out which dinosaur had the most X marks and which dinosaur had the fewest X marks above it.

Explain that today we will work with a chart to record information about three different colors. Display and describe the chart prepared for today. Invite children to name the colors on the chart as you point to each. Give each child one crayon to place in front of him/her.

Invite children, one or two at a time, to use their crayon to color a small circle above the color card that matches their crayon. After all children have made a small circle on the chart, lead children in counting together the circles above each color card. Point to each circle as you count. Remind children that the last number counted tells us how many. Write the numeral that represents the number of crayons at the top of each column.

Engage children in a discussion of what our chart can tell us:

- Which color has the most crayons? (a group with the most of something has more than any other group)
- Which color has the fewest crayons? (a group that has the fewest of something has the smallest amount)

To provide additional challenge, encourage children to determine how many crayons of each color would be needed for the three groups of crayons to be equal.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 3

Getting Along with Others

Social-Emotional

3–5 YEARS

Large/Small Group

☑

Skill and Goal

Relationship skills

Children will strengthen their understanding of being helpful.

For Option 2

Key Concepts

Review: Help

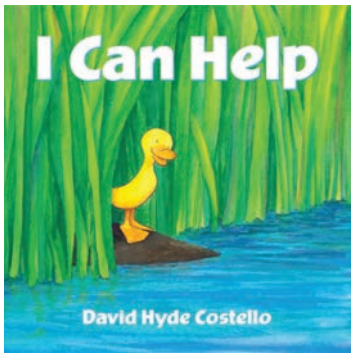
Materials Needed

I Can Help by David Hyde Costello

Option 1: Offer the Week 7, Day 3 activity to review what it means to be helpful.

Option 2: Engage children in a book-focused discussion of being helpful.

Open the session by reminding children of what it means to be helpful to others. You may wish to describe several times you have seen children in your room be helpful, or remind children that a classroom helper chart describes ways we help in our room.



Explain that we will read a book about animals being helpful to other animals. Show the book cover and introduce its title and author. Ask: Do you think the duck on the cover of our book is going to help someone?

Read the book and draw attention to details of the illustrations, especially how an animal is being helpful. Invite children to tell what they see happening in a picture. At the conclusion of the book, engage children in a discussion of some themes offered in the book. Use book illustrations to provide examples.

- Each of the animals that needed help asked for help (usually by telling about their situation). Examples: "I'm lost" (duck). "I can't reach" (giraffe). "I'm hot and thirsty" (elephant). What might happen if we need help but don't tell anyone?
- The animal that got help from another animal always said "thank you." Why is it important to thank someone who helps us?
- Many of the animals that helped another animal also needed help themselves. Example: The sunbird took a splinter out of the gorilla's thumb. Later, the sunbird got tired while flying (and the elephant took the sunbird to its nest). Each of us can help someone else and also get help.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 3

Creating Art

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that art museums store and display different types of art. Children also will understand that looking at different types of art can lead to different types of feelings.

Key Concepts

Review: Museum

Materials Needed

The Museum by Susan Verde

*2 pictures as shown

Also Promotes

Social-Emotional

*Printables Provided

BEGIN: Yesterday we talked about art that can be found in a community. Some communities have a museum that keeps and shows different types of art.

EXPLAIN: We know that a museum is a building where art and other important items are kept and displayed for people to see. There are different kinds of museums. A few weeks ago we learned that some museums have dinosaur bones.

[*Display two pictures of a museum.*]



Wulfnoth/wikimedia/(CC BY 3.0)



Ken Lund/flickr/(CC BY-SA 2.0)

Today we will talk about museums that keep and show art. Some art museums are big with many pieces of art in them. Some museums are smaller with fewer pieces of art.

When we visit a museum, we can stop to look at each piece of art. We may see sculptures, paintings, murals, or many other kinds of art. In some museums we can even touch the art!

[*Display book cover.*]



We are going to read a book about a girl who takes a trip to a museum. Our book is called *The Museum*. It was written by Susan Verde.

ACT: [*Read the book and use your own words to describe illustrations.*]

The art in the museum made the girl feel different emotions. Let's stand and pretend we are looking at the same kinds of art the girl saw at the museum.

[*Select as many of the five pages listed below as you wish. Display the page, remind children of the girl's reaction to the art, and invite children to pretend they have a similar reaction.*]

- *Painting of a ballerina:* This painting made the girl want to stand like a ballerina. Let's pretend the painting makes us want to stand like a ballerina.
- *Blue painting with swirls:* This painting made the girl feel twirly-whirly. Let's pretend we feel twirly-whirly too!

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Creating Art *continued*

Creative Expression

- *Painting of sad woman:* This painting made the girl feel sad. Let's pretend we feel sad.
- *Painting of apples:* This painting made the girl feel hungry. Let's pretend the painting is making us feel hungry too.
- *Paintings of lines and squiggles:* These paintings made the girl giggle. Let's pretend the paintings make us giggle too!

RECAP: Today we learned that art can be stored and displayed for us to enjoy at a museum. We took a trip to a museum in the book we read. We also learned that we may have different types of feelings when we look at different kinds of art.

Scaffolding Tips

Extra support: ■ The invitation to reenact the girl's responses in the book may prompt an increase in lively 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 excited after pretending to feel twirly-whirly. Let's take a minute to calm down before we look at the next piece of art in the book. Let's take three deep breaths and pretend we are a sleepy puppy."

Enrichment: ■ Invite children to think about how each piece of art in the book makes them feel. ■ In the discussion of museums, offer more examples of topics a museum might focus on, such as trains, airplanes, and automobiles.

Center Activity

Provide books about museums or museum brochures for children to enjoy in the library center. Encourage children to look at different pieces of art in the books and brochures.

Family Child Care

Visit a library to check out books about museums or take a virtual tour of a museum from a museum's website.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will practice writing their first name with a pencil.

Key Concepts

Review: Letter

Materials Needed

Paper—1 piece per child

Pencil—1 per child

Children's name cards

Explain that we will practice writing our name with pencil on a piece of paper. Offer a demonstration, if appropriate. See the Day 2 activity for this week for an example.

Provide each child with a piece of paper, pencil, and his/her name card. Remind children to look at their name card as a reminder. Encourage children to write as much of their first name as they can. Some children may wish to write their last name in addition to their first name. Some children may wish to practice writing their first name multiple times on the paper.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will broaden their ability to organize information on a chart.

For Option 2

Key Concepts

Review: Organize
Last number counted
Present
Most
Fewest
Equal

Materials Needed

Chart paper

*4 How We Got to Our Center chart pictures

2 bingo dotters

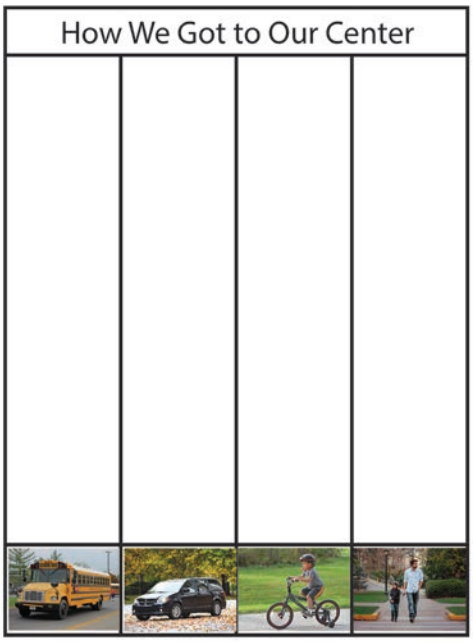
*Printables provided

Option 1: Offer the Week 29, Day 3 activity to review how to organize information on a chart.

Option 2: Engage children in preparing and interpreting a chart on the type of transportation children used for getting to the child development program today.

Be Prepared: Create a four-column chart with the four transportation pictures in separate columns at the bottom of the chart. Markers may be used for making an X mark if Bingo dotters are not available. Add the following title to the chart: How We Got to Our Center.

Open the session by reminding children that we are practicing how to put information on a chart and learn what the information tells us. Explain that today we will find out how each of us got to the child development center this morning. Display and describe the chart prepared for today. Encourage children to name each type of transportation pictured in the chart. Today we will learn how many of us got to the center using one of these types of transportation.



Invite children, one or two at a time, to use the Bingo dotter (or marker) to put a dot (or X mark) above the type of transportation used to get to our center. After all children have made a mark on the chart, lead children in counting together the marks above each type of transportation. Point to each dot (or X) as children count. Remind children that the last number counted tells us how many. Write at the top of each column the numeral that represents the number of marks in each column.

Engage children in a discussion of what we can learn from our chart:

- Which type of transportation was used by the most children in our room? (a group with the most of something has more than any other group)

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things *continued*

- Which type of transportation was used by the fewest children in our room? (a group with the fewest of something has the smallest amount)
- Were any of the four types of transportation used by an equal (same) number of children?

The Option 2 activity plan is an adaptation of Activity #6c in *Math Is Everywhere*, a preschool math curriculum compiled from a variety of resources by David Arnold, Jennifer Dobbs-Oates, Greta Doctoroff, and Paige Fisher at the University of Massachusetts, Amherst. The Arnold et al. group cites the following source for Activity #6c: Kurth, M. (1996). *Pocket chart math activities*. Cypress, CA: Creative Teaching Press.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 4

Getting Along with Others

Social-Emotional

3–5 YEARS

Small Group

Skill and Goal

Relationship skills

Children will strengthen their understanding of how friendly behaviors are a way to be kind to others.

For Option 2

Key Concepts

Review: Friendly
Kind

Materials Needed

Try a Little Kindness: A Guide to Being Better by Henry Cole

*6 pictures as shown

Basket

*Printables provided

Option 1: Offer the Week 8, Day 2 activity to review how being friendly is a way to be nice and helpful to others.

Option 2: Engage children in a discussion of pictures that show instances of children being friendly.

Be Prepared: Place pictures in the basket face down.

Open the session by reminding children that being friendly means being nice to someone. Today we will read a book to remind us of some ways to be friendly. Some children may remember that we read the book a long time ago.



Introduce and read the book. Use your own words to describe illustrations. At the conclusion of the reading, invite pairs of children sitting next to each other (one pair at a time) to select a picture from the basket and describe how it shows a child, or two children, being friendly. Encourage the pair to show the picture to others in the group. Then invite the entire group of children to describe whether they have ever been friendly (or seen someone be kind) in this way.








Yelm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 4

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will practice kicking a ball from a stationary position.

For Option 2

Key Concepts

Review: Kick

Materials Needed

Sidewalk chalk

4 ropes

4 large soft balls

Option 1: Offer the Week 31, Day 4 activity to review kicking from a stationary position.

Option 2: Engage children in kicking a ball toward a target from a stationary position.

Be Prepared: Today's activity is designed for outdoor use. The activity may be adjusted for indoor use if necessary. Provide foam balls or punch ball balloons for indoor use. Identify an open wall for children to use when kicking their balls. The activity plan calls for four children to kick during the same turn, but you may wish to alter this arrangement. Provide targets for each of four children by drawing four large squares at the bottom of the wall or large squares on four pieces of chart paper that can be taped to the wall. Use ropes or some other means to designate lines on the ground about five feet from the wall for children to stand behind. Arrange for an adult to help with the activity.

Remind children that we kick a ball by using our foot to move the ball away from us. Emphasize the following steps and invite a volunteer child to demonstrate each:

- look at the ball
- decide which foot to use to kick the ball
- put the foot we are not going to kick with next to the ball
- kick the ball with the inside of the foot

Explain that today we will kick toward a target. Point to and describe each of the targets and the lines that children are to stand behind. Determine and then describe the procedure for retrieving balls after they are kicked.

Arrange children into four groups and describe their respective lines and targets. Place one ball in front of each line. Invite the first four children to kick the ball toward the target. It is okay if the ball does not hit the wall inside the target. It is also okay if children make several small kicks to get the ball to the target. After the first four children have kicked and retrieved their balls, organize the balls for the next group of four children to kick. Continue until all children have an opportunity to kick.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: Today's reading focuses on children's understanding of basic information presented in a book. The plan described below is for a single reading of the book. Select 3–5 novel words in the book to define for children. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write and define the words you identified for children to learn (see Be Prepared).

Display the book cover and read the title and names of the author(s) and illustrator. Engage children with the book, using a strategy focused on the book's front cover. See Week 46, Day 5 for examples.

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, events, or words that may be challenging for children to understand. Ask questions or offer descriptions that help children focus on key parts of the story. See Week 46, Day 5 for examples.

Ask questions, such as the following, to help children remember important aspects of the book:

- Who were the main characters? (no more than three)
- What happened first in the book?
- What happened next?

Use children's responses to provide a quick recap of the story. See Week 46, Day 5 for examples.

Review new words introduced today. Point to and read each word on the chart. Help children remember how the word was used in today's book.

Offer a book-related transition to children's next activity. See Week 46, Day 5 for examples.

Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.

Key Concepts

New: 3–5 words (see Be Prepared)

Materials Needed

Book of your choice

Chart paper

Marker

Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Understanding Words *continued*

Scaffolding Tips

Extra support ■ Use illustrations to help children respond to questions, such as a picture of the main character(s).

Enrichment ■ Invite children to explain the meaning of novel words. ■ Invite a child to retell the story. ■ Ask questions that prompt children to connect book events to their own experiences.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to use a chart to present information.

For Option 2

Key Concepts

Review: Last number counted
Fewest
Most

Materials Needed

*3 pictures as shown
Chart paper
Marker

*Printables provided

Option 1: Offer the Week 29, Day 4 activity to review how to use a chart to organize and present information.

Option 2: Engage children in presenting information in a chart on types of transportation used for a pretend family trip. The activity emphasizes sorting and use of words (vs. pictures) for chart information.

Be Prepared: Create a three-column chart with one of the following words at the bottom of each column: Car, Plane, Train. Put the following at the top of the chart: Pretend Family Trips.

Pretend Family Trips		
Car	**Plane**	**Train**

Explain that today we will find out what type of transportation we would like to take on a pretend family trip. We will consider three different ways of getting somewhere: a train, a plane, and a car (or van). Display a picture of each of the three forms of transportation. Each of us can pick one of the types of transportation we think is the best way to get somewhere. We do not need to have been on a plane to decide we would like our family to take a trip by flying in a plane. Remind children that we are pretending.



Toyota UK/flickr/(CC BY-NC-ND 2.0)





Steve Jones/flickr/(CC BY 2.0)

Display and describe the chart you prepared for the activity. Point to and say each word at the bottom of the chart. Explain that we will put on our chart a number that tells us how many of us would like to use one of the three types of transportation for a family trip. This is a way to present our information about a pretend family trip.

Designate three different areas of your room. Invite children who want to use a car/van to move to one area of the room. Invite children who want to use a plane to move to a different area. Invite children who want to use a train to move to a third area of the

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

Counting Things

room. You may wish to hold up the pertinent picture of the transportation type when you designate an area.

Lead children in counting the number of children in each group. Enter on the chart the number of children in a group after counting the group. To provide a visual representation of the numeral, you may wish to enter a dot or X mark in the appropriate column for each child selecting the transportation type, especially if the count yields a two-digit number. Display a picture of the transportation type when you enter the appropriate number in the column.

Engage children in a discussion of which type of transportation would be used by the most children in our room and which type of transportation would be used by the fewest children in our room. To reinforce the idea that the numeral you entered on the chart represents the number of children in a group, lead children in counting again the number of children in each group.

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 5

Getting Along with Others

Social-Emotional

3–5 YEARS

Small Group

Skill and Goal

Relationship skills

Children will practice giving and receiving compliments.

For Option 2

Key Concepts

Review: Compliment
High five

Materials Needed

*4 pictures as shown

Large soft ball

*Printables provided

Option 1: Offer the Week 9, Day 3 activity to review what it means to give a compliment, including ways to offer a compliment.

Option 2: Engage children in giving and receiving compliments.



Open the session by reminding children that a compliment means we let someone know we paid attention to and like something he/she did. Display the four provided pictures, one at a time, and encourage children to describe how a compliment is being offered in the picture. You may wish to remind children that giving a high five is a way to give a compliment.



Ask children how we feel when we receive a compliment. Also ask children how we feel when we give a compliment to someone.



Show the large soft ball and invite a volunteer child to help you demonstrate how to give a compliment. Roll the ball to the volunteer child. Once the child receives the ball, offer a compliment in one of the pictured ways. Example: "I like the way you hung your backpack in your cubby this morning." Remind the child to say "thank you," if appropriate.



Invite children to stand in a circle. Give the ball to a child and invite him/her to roll the ball to another child. Invite the roller of the ball to offer a compliment to the person who received the ball. Encourage the receiver of the compliment (ball) to respond with a "thank you" and then roll the ball to another child and offer a compliment.

Offer suggestions to children about the focus of a compliment. Examples: "I am glad you played with me today." "I liked how you passed crackers to me during our snack." "Thank you for moving over so I could sit in our circle." "Thank you for holding the door open for us." For today's activity, children's experience in giving and receiving a compliment is more important than the content of the compliment. It is fine if children wish to "pass."

Continue the process as time and children's interest permits.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved

WEEK 50

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will practice kicking a ball from a moving position.

For Option 2

Key Concepts

Review: Kick

Materials Needed

4 ropes

4 large soft balls

4 targets from Week 50, Day 4

Option 1: Offer the Week 31, Day 5 activity to review kicking from a moving position.

Option 2: Engage children in kicking a ball from a moving position toward a target.

Be Prepared: See yesterday's activity plan (Week 50, Day 4).

Open the session by reminding children of yesterday's practice in kicking toward a target. Depending on children's efforts in yesterday's activity, you may wish to review and invite a volunteer child to demonstrate kicking a ball.

Explain that today we will take one or two steps toward the ball before we kick it. Describe and point to the four targets (one for each of four groups of children) and the line each group stands behind. Follow procedures used yesterday for implementing the activity.

Elm Early Learning Matters

Copyright 2018 The Trustees of Purdue University
All Rights Reserved