



Language/ Literacy

Understanding Sounds and Words

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



Mathematics

Counting Things

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



Self- Regulation

Using Self-Control

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



Social- Emotional

Getting Along with Others

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



Social Studies

Respecting Our Differences

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



Creative Expression

Being Creative

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



Physical/ Health

Staying Healthy and Safe

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



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

Review: Listen Routine Schedule Author Illustrator Words



Materials Needed

Book of your choice for this week's repeated reading
Chart paper
Marker



Also Promotes

Self-Regulation

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in the book. In advance of the session, identify all novel words in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Words We Understand

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

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

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

[Point to each word as you say it.]

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

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

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

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

EXPLAIN: Our schedule helps us understand what happens in our classroom. We know what it means to understand something.

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

EXPLAIN: [Display cover of book.]

This is the cover of our book.

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

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

Understanding Words *continued*



EXPLAIN: The title of this book is _____.

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

The author of the book is _____.

[Point to author's name.]

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

EXPLAIN: The illustrator of the book is _____.

[Point to illustrator's name.]

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

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

I will write these two words on our chart.

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

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

[Point to first text word.]

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

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

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

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

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

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

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

Understanding Words *continued*



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

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

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



Scaffolding Tips

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

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



Center Activity

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



Family Child Care

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

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



Key Concepts

Review: Count



Materials Needed

None

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

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

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

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

ASK: Now I will tell you how many of something I have. Please tell me if I am correct.

- I have three eyes. Am I correct?
- I have two feet. Am I correct?
- I have three ears. Am I correct?
- I have two hands. Am I correct?

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

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

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

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

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



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



Scaffolding Tips

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

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

123 Center Activity

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



Family Child Care

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

3-5 YEARS

Large Group



Skill and Goal

Self-control

Children will understand classroom rules.



Key Concepts

New: Rule



Materials Needed

- *Picture chart of classroom rules (see Be Prepared)
- *Picture of each rule—1 per child
- *2 pictures as shown
- *Printables Provided

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

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

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

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

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

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

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

Classroom Rules





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

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

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



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

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

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

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

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

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

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

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

Using Self-Control *continued*



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

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

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



Scaffolding Tips

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

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



Center Activity

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



Family Child Care

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



3-5 YEARS

Large Group



Skill and Goal

Appreciation of dance, drama, and music

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



Key Concepts

Review: Dance
Idea
Creative
Drama



Materials Needed

CD with upbeat music
CD player
2 or more of same musical instrument (see Be Prepared)



Also Promotes

Physical/Health

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

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

- ASK:**
- Did everyone dance the same way to our music?
[Follow-up prompt, if needed: "Did Jamal dance the way Tenisha danced? How did they dance?"]
 - Why did we dance in different ways?

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

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

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

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

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

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

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

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

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

Being Creative *continued*



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

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

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

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

Did everyone play the instrument in the same way?

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



Scaffolding Tips

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

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



Center Activity

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



Family Child Care

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



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Children will listen to and identify single sounds.



Key Concepts

Review: Listen



Materials Needed

Prepared chart paper (see Be Prepared)

Marker

Items for making sounds (see Be Prepared)

Small box with lid



Also Promotes

Self-Regulation

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

blowing a whistle

water running

coughing

crumpling paper

clicking with tongue

knocking on a door

closing a door

stomping

cutting with scissors

hammering

sharpening a pencil

stapler

clapping

zipper

snapping fingers

phone ringing

whistling

opening a drawer

ringing a bell

turning pages of a book

blowing nose

rubbing hands together

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

[Point to your ears.]

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

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

[Demonstrate use of a stapler.]

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

[Demonstrate snapping fingers.]

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

[Demonstrate a zipper zipping.]

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

[Demonstrate knocking on the door.]

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

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



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

[Point to box.]

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

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

ASK: What was the sound?

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

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

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

Sounds We Heard

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

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

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

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

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

[Point to each word as you say it.]

We heard _____.

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

We guessed a lot of sounds!



Scaffolding Tips

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

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



Center Activity

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



Family Child Care

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will verbally count up to five items.



Key Concepts

Review: Count
Number



Materials Needed

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



Also Promotes

Language/Literacy

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

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

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

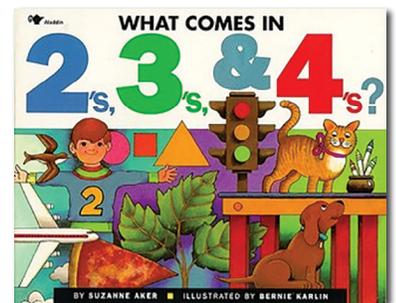
[Encourage children to count with you as you clap five times. Say the number each time you clap.

[Display book cover.]

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

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

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



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

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



Scaffolding Tips

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

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

123 Center Activity

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

*Printables provided



Family Child Care

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

3-5 YEARS

Large Group



Skill and Goal

Self-control

Children will understand circle time rules.



Key Concepts

Review: Rule



Materials Needed

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

*Printables provided



Optional Reading

Know and Follow Rules by Cheri J. Meiners

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

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

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

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

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

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

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

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

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



Using Self-Control *continued*



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



Scaffolding Tips

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

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



Center Activity

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



Family Child Care

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

WEEK

2

Being Creative

DAY

2



Creative
Expression

3-5 YEARS

Large/Small Group



Skill and Goal

Appreciation of art, music, drama, and dance

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



Key Concepts

Review: Creative



Materials Needed

None

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

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

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

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

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

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

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

Scaffolding Tips

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

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

WEEK

2

Being Creative *continued*



DAY

2



Family Child Care

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



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

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

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



Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The session also helps children understand more novel words.

From the list of novel words you identified prior to your first reading of the book, select 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

BEGIN: [*Display book cover.*]

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

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

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

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

[*Point to title of chart.*]

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

Words We Understand

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

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

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

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

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

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

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

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

Understanding Words *continued*



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

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

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

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

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

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

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

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

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

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

WEEK

2

DAY

3

Understanding Words *continued*



Scaffolding Tips

Extra support ■ If a novel word pertains to an item or picture available in your classroom or center, display the item or picture as an additional source of help to children in understanding a word.

Example: Squeeze a tube of toothpaste as part of discussing the word “squeeze.”

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



Center Activity

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



Family Child Care

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

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will recognize and make groups of two.



Key Concepts

New: Group of two

Review: Count



Materials Needed

Counters—5 per child

Sets of identical manipulatives such as cubes—5 per child

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



Optional Reading

Five Little Ducks
by Annie Kubler

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

- Which one of my hands has two fingers up?
[*Point to the hand that has a group of two fingers.*]
- How do we know there are two fingers on this hand? (we counted them)

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

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

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

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

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

Who can find the groups of two circles?

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

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

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

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

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

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



Gordon/flickr/(CC-BY-SA 2.0)

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

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



Scaffolding Tips

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

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

123 Center Activity

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



Family Child Care

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



WEEK

2

Getting Along With Others

DAY

3

3-5 YEARS

Large Group



Skill and Goal

Relationship skills

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



Key Concepts

New: Practice



Materials Needed

*3 pictures as shown

Toy

Puppet

*Printables provided

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

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

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

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

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

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

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

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

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

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

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

Practice Session 1: Invited Child Says "Yes"

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

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





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

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

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

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

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

Practice Session 2: Invited Child Says “No”

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

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

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

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

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

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

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

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

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



Scaffolding Tips

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

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



Center Activity

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



Family Child Care

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

WEEK

2

Being Creative

DAY

3



3-5 YEARS

Large Group



Skill and Goal

Appreciation of art, music, drama, and dance

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



Key Concepts

Review: Creative



Materials Needed

Camera (optional)

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

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

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

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

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

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

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



Scaffolding Tips

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

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



Family Child Care

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



3-5 YEARS

Large Group



Skill and Goal

Phonological awareness

Children will listen to and identify two sounds.



Key Concepts

Review: Listen



Materials Needed

Items for making sounds
(see Be Prepared)
Small box with lid



Also Promotes

Self-Regulation

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

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

Are you ready to use your listening ears? Okay!

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

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

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

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

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

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

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

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

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

ASK: What were the two sounds?

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

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

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

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

Understanding Sounds *continued*



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

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

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

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

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



Scaffolding Tips

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

Enrichment ■ Encourage children to identify sounds in the order they occurred. Instead of asking "What were the two sounds?" ask each child to tell the first sound and then the second sound.

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



Center Activity

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

WEEK

2

Understanding Sounds *continued*



DAY

4



Family Child Care

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

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

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

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

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



Key Concepts

Review: Count
Group of two



Materials Needed

Clipboard
Paper
Writing tool



Optional Reading

Five Silly Fishermen by
Roberta Edwards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Scaffolding Tips

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

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

123 Center Activity

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



Family Child Care

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



3-5 YEARS

Large Group



Skill and Goal

Individual diversity

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



Key Concepts

Review: Same
Different



Materials Needed

Camera



Optional Reading

Celebrate You! Celebrate Me! by Leslie Kimmelman

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

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

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

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

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

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

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

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

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

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



lostinthetwoods/flickr/(CC BY-ND 2.0)

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



Scaffolding Tips

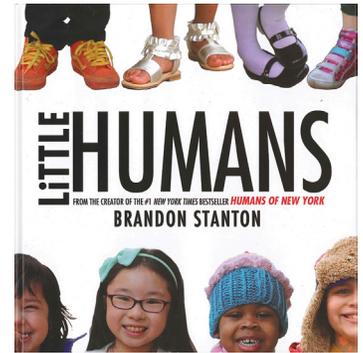
Extra support ■ As children discuss similarities and differences between self and the person sitting next to them, give hints if necessary. Example: "I see that Ian and Rebecca are both wearing shoes. This is something that is the same. But, how are their shoes different?"

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



Center Activity

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



Family Child Care

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



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand how germs are spread with our hands.



Key Concepts

New: Spread



Materials Needed

Glitter (see Be Prepared)
Germ's Are Not for Sharing
 by Elizabeth Verdick



Also Promotes

Self-Regulation



Optional Reading

Germ's Make Me Sick by
 Melvin Berger

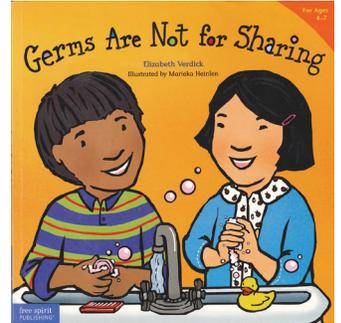
Be Prepared: The activity uses glitter as pretend germs. If glitter is not an option, use a substance such as shaving cream, flour, or wet sand.

BEGIN: [Display book cover.]

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

[Display pp. 16–17 of book.]

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



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

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

[Display the glitter.]

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

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

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

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

Staying Healthy and Safe *continued*



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

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

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

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

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



Scaffolding Tips

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

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



Center Activity

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



Family Child Care

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



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: 2–3 novel words in book (see Be Prepared)

Review: Character
All novel words in book introduced on Days 1 and 3



Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

Marker

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

Words We Understand

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book we learn new things. The title of our book is _____. Let's talk about what we remember about the book.

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

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. We know that reading a book is a good way to learn new words. Our chart reminds us of the words we are learning to understand.

[*Point to the chart.*]

The author of our book is _____. The illustrator of our book is _____.

[*Point to each name as you identify the author and illustrator. Point to where to begin to read on the first text page of the book.*]

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

ACT: [*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*]

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

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book. Example: "I just read the word 'useful.' Did everyone hear it? The inchworm says, 'I am useful.' The word 'useful' means to be helpful or to help others. The inchworm was useful (or helpful) to others by measuring them."*

Understanding Words *continued*



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

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

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

- *Ask children to describe a picture related to the word. Example: "Look at this picture of Corduroy looking at the floor. What is he doing?" (searching for a button—searching is the novel word)*
- *Define a word without naming it and ask children to identify the word. Example: "The inchworm did a smart thing to save itself from being eaten. What's another word for smart?" (clever)*
- *Encourage children to think about a novel word or phrase in another context. Example: "In our book today, the clouds moved out of sight. We cannot see something that moves out of sight. Have you ever watched something move out of your sight?"]*

Different kinds of things happened in our book. Let's talk about why some things may have happened.

ACT: *[Facilitate discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:*

- *"What happened to the mitten that Nicki lost? Why did the animals want to get inside it? How do you think they all managed to get in?"*
- *"What do you think the animals did after the bear sneezed and they were all blown out of the mitten? How do you think Nicki felt when he saw his lost mitten floating through the air?"*
- *"At the end of our book there is a picture of Nicki's grandmother looking at the mittens she had made for him. One mitten is much larger than the other. What do you think Nicki's grandmother is thinking?"]*

RECAP: We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read _____. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ Remind children of the title of the chart (Words We Understand) and the meaning of “understand” (to know what something means or how something works). ■ If a novel word pertains to an item or picture available in your classroom or center, display the item or picture as an additional source of help to children in understanding a word. ■ If children find it difficult to respond to an interpretation question, re-read or describe the situation directly related to your question. Example: Re-read or tell about the bear sneezing. Showing a picture from the book focused on your question also may be helpful to children.

Enrichment ■ Ask children if some things that happened in the book were a surprise to them (they did not expect to happen). Why?



Center Activity

Provide paper and writing tools for children to draw something that happened in the book (or a character in the book) that they especially liked. Ask children to describe their drawing and include key words (dictation) on their drawing.



Family Child Care

Encourage preschool-age children in your setting to “read” this week’s book to younger children by telling the story or book content, using the book’s pictures as a guide. Invite school-age children to read other books to children in your setting as they practice their emerging reading skills.

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will deepen their understanding of groups of two.



Key Concepts

Review: Number
Count
Group of two



Materials Needed

Counters—5 per child

BEGIN: [*Hold up two fingers on one hand and four fingers on your other hand.*]

Which one of my hands is holding up two fingers?

[*After children respond, point to and count out loud the two fingers you held up.*]

Let's all of us hold up two fingers on each of our hands.

[*Demonstrate your request and encourage children to say "1, 2" as they hold up two fingers.*]



Emmett Unlimitted/flickr/CC BY-NC 2.0)

EXPLAIN: We are learning about a group of two. We just made a group of two with our fingers. Two is a number. We use numbers when we count. A number tells us how many.

- ASK:**
- I have three ears. Am I correct?
 - How many ears do I have? Let's count them.
 - I have two knees. Am I correct?

ACT: Let's count to five while we stomp our feet five times. Remember, we count and stomp at the same time.

Let's try it again while marching five times!

[*Lead children around the room as you march and count to five together. Repeat the 1–5 counting sequence as you march. Say a number with each step in unison.*]

Now, let's find groups of two circles. I will give each of you five circles. Let's count them together to be sure each of us has five circles.

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

Encourage children to make one group of two with their counters.]

Now let's make another group of two with our counters.

[*Encourage children to make another group of two with their counters.*]

EXPLAIN: Yesterday we looked for groups of two outside. We also made groups of two.

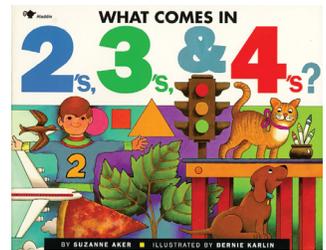
- ASK:**
- Who can tell us a group of two you found or made with your partner?
 - How did you know it was a group of two?

RECAP: This week we learned more about numbers and counting. We also learned more about groups of two. We can find groups of two and make groups of two.

Scaffolding Tips

Extra support ■ Review pages of *What Comes in 2's, 3's, and 4's?* (Day 2) to find groups of two. Encourage children to identify groups of two. Count each group of two aloud together. ■ As you ask about the number of body parts (ears, knees, fingers), say the body part to help children who may still be learning names of body parts.

Enrichment ■ Invite children to form groups of 3, 4, or 5 with counters or other manipulatives.



123 Center Activity

Make a memory game with stickers and index cards. Create a set of 18 cards: six cards with one sticker on each, six cards with two identical stickers on each, and six cards with three identical stickers on each. Mix up the cards and turn them over. Invite children to find a group of three that match. Can they find a group of two that match? Etc. Encourage children to tell you how many are on each card without counting. Do they recognize the number in the group as soon as they turn it over?

Family Child Care

Play *Fish in a Pond* to help reinforce both smaller groups for preschool-age children and larger groups for school-age children. On each of 10 fish cutouts draw a group of 0–10 large dots. Call on each child, one at a time, and ask him/her to “catch” a fish with a given number of dots. Example: “Olivia, can you catch the fish with the group of three dots?”

WEEK

2

Respecting Our Differences



Social
Studies

DAY

5

3-5 YEARS

Large Group



Skill and Goal

Individual diversity

Children will understand that no one is exactly like someone else.



Key Concepts

New: Identical



Materials Needed

*1 picture as shown

*Printables provided



Optional Reading

The Colors of Us by Karen Katz

It's Okay to Be Different by Todd Parr

BEGIN: [Display picture of identical twin children.]

How do the two girls in our picture look the same? (face, color of hair and eyes, etc.)

EXPLAIN: The two children in our picture are called identical twins. **Identical** means something is the same. Identical twins are born at the same time and have the same parents. The two children in our picture are sisters. Maybe each girl is holding up two fingers because there are two of them.



ASK: Do you think the two children in our picture like to wear the same clothes and do the same things? (probably not; sisters in picture are wearing different colors)

EXPLAIN: We know that no one is exactly the same as someone else. Two people may look the same but they may like different things. They can be both the same and different. The sisters in our picture look the same but they may like to eat different kinds of food or play with different friends or toys.

Yesterday we talked about things that were the same and things that were different than the person sitting next to us.

- ASK:**
- Who remembers something that was the same about the person sitting next to you?
 - Who remembers something that was different about the person sitting next to you?
 - Yesterday we also talked about our favorite foods. Do you think it is okay for people to like different kinds of food and to play with different kinds of toys?

EXPLAIN: [If a photo of children's hands taken yesterday is not available for the following discussion, invite three or four children to place their hands in a small circle.]

Yesterday we talked about how our hands are the same and different. Let's talk about what we see today.



- ASK:**
- How are our hands the same?
 - How are our hands different?

RECAP: We can be both the same and different. Even two brothers or sisters who look the same can be different. No one is exactly like someone else. It is okay to be different.



Scaffolding Tips

Extra support ■ If children seem confused about the question of whether it is okay for people to like different kinds of foods or to play with different kinds of toys, encourage children to talk about pets or classroom centers. Examples: “Why do you think people have different kinds of pets?” “What would it be like if everyone had the same kind of pet?” “Why do you think children in our classroom like to play in different centers?” “What would it be like if everyone wanted to play in the same center?” ■ Remind children of how Alishia and Samuel had different ideas of what a tree looks like. They drew different types of trees. (Creative Expression Week 1, Day 1)

Enrichment ■ Invite children who know identical twins to describe how they are the same and different. ■ In the initial discussion of how the sisters in the picture may be different from one another, encourage children to imagine additional ways the girls might be different.



Center Activity

Supply a variety of art materials. Invite children to create something unique! Items to include: paper, sequins, stickers, yarn, foam shapes, etc. Display creations in the room and discuss how they are all different.



Family Child Care

At snack time, ask each preschool-age child to name his/her favorite snack item. Discuss how some have the same favorite and some have different favorites. Encourage school-age children to compare their favorite items eaten at school. Comment on similarities and differences.



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand how germs are spread by sneezing and coughing, and how to cover their mouth when sneezing or coughing.



Key Concepts

New: Sneeze

Review: Spread



Materials Needed

Small amount of feathers

Box of tissues

*1 picture as shown

Germs Are Not for Sharing
by Elizabeth Verdick

*Printables provided



Optional Reading

"Stand Back," Said the Elephant, "I'm Going to Sneeze!" by Patricia Thomas

BEGIN: Yesterday we pretended glitter was a germ. Let's recall what we did and what we learned.

- What did we do with the glitter? (put on one hand that then touched another hand)
- What did the glitter show us? (germs can spread when our hand touches another hand)
- What did we do to get rid of the glitter on our hands? (washed them)

EXPLAIN: Today we will talk about how germs can spread when we sneeze or cough. Remember, when something spreads, it moves to (or covers) a larger area.

A **sneeze** is a strong burst of air coming out of our nose and mouth. Sometimes we make a noise when we sneeze.

- ASK:**
- Do you (or someone you know) make a noise when you sneeze?
 - What does the sneeze sound like?

EXPLAIN: Different things can make us sneeze. We may sneeze when dust gets in our nose. Sneezing is the way our body tries to get the dust out of our nose. We may sneeze when we have a cold or the flu. Some people sneeze when they get near a furry animal like a cat or dog.

Germs in our nose and mouth come out of our body when we sneeze.

[Display a small amount of feathers in your hand.]

Let's pretend the feathers in my hand are germs that are in my nose and mouth. I will pretend to sneeze. We can watch what happens to our pretend germs (the feathers).

[Hold the feathers in your hand in front of your face. Pretend to sneeze with enough force to send the feathers into the air.]

- ASK:**
- What happened to the feathers when I sneezed? (flew into the air)
 - Remember, we are pretending the feathers are germs. Do you think the germs that came out of my nose and mouth could get on someone else who is around me?

[Collect the feathers. Display picture of adult sneezing.]

EXPLAIN: A special camera was used to take this picture of someone sneezing.



James Gathany/wikimedia/CC0 (Public Domain)



ASK: What is happening in this picture? (white stuff is coming out of nose and mouth)

EXPLAIN: This picture shows what comes out of a person's mouth and nose when he/she sneezes. Germs are part of what comes out of our mouth and nose when we sneeze. The germs leave our body and go into the air around us. The germs can move to other people and things. The germs can spread by traveling through the air.

ASK: What can we do to stop germs from spreading when we sneeze? (use a tissue)

ACT: [*Invite a volunteer child to demonstrate using a tissue in a pretend sneeze.*]

EXPLAIN: The tissue stops germs from going into the air around us. The germs end up in the tissue, not in the air. That's why we should always put a used tissue in the trash.

Let's imagine that we sneezed into a tissue and then put our used tissue on the floor or a table near us.

ASK: What might happen with our used tissue? (someone else could touch the tissue and get the germs from our sneeze)

EXPLAIN: The tissue we use has germs in it. We are touching germs when we touch the tissue. We should always wash our hands after we sneeze into a tissue and throw it away.

ASK: What can we do to stop the spread of our germs if we don't have a tissue when we sneeze? (sneeze into arm)

ACT: [*Invite a volunteer child to demonstrate a pretend sneeze into his/her arm. Then encourage all children to practice a pretend sneeze into their arms.*]

EXPLAIN: Germs also come out of our body when we cough. We can stop germs from spreading by covering our mouth with a tissue or with our arm when we cough.

ASK: [*Demonstrate covering your mouth with your hand when you ask the following:*]

- If we cover our mouth with our hand instead of with a tissue or our arm, what should we do with our hand after we sneeze or cough? (wash our hand)
- Why? (because germs moved from our mouth to our hand when we sneezed or coughed; the germs can spread to other people or things we touch)

RECAP: Germs can travel in the air when we sneeze or cough. We watched feathers move in the air when I sneezed. The feathers were pretend germs. Sneezing or coughing into a tissue or into our arm is a good way to stop germs from spreading.

WEEK

2

DAY

5

Staying Healthy and Safe *continued*



Scaffolding Tips

Extra support ■ Children may benefit from verbal or hands-on guidance on how to use one's arm for catching a sneeze. Point to the pertinent area of child's arm or guide a child's arm to his/her nose.

Enrichment ■ Encourage children to describe other ways we can keep germs from spreading. Example: "If washing and drying our hands gets germs off of our hands, what could we do to get germs off other things?"



Center Activity

Provide the feathers used in today's activity for children to explore distances a germ might travel in the air. Encourage children to hold a feather in their open hand, blow on it, and find out how far the feather (germ) travels in the air. Children can compare distance of feather travel using smaller and larger pretend sneezes (light versus harder pushes of air). Ensure children wash their hands after working with the feathers. Ask children why it is important to wash their hands (because they have been touching feathers that have germs on them).



Family Child Care

Invite a school-age child in your setting to describe for younger children the rules or expectations at his/her school for preventing germs from traveling when someone sneezes or coughs.