



Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Parts of sentences (Day 2)
- The name, sound, written form, and uses of the letter B (Days 2–5)
- A sentence is a group of words that gives us information (Days 2, 4)

123

Mathematics

Counting Things

- How to count and match equal groups of items (Days 1, 2, 5)
- How to verbally count to 10 and count backwards from 10 to 1 (Days 1, 3, 5)
- How to follow verbal instructions for counting actions (Days 4–5)



Self- Regulation

Using Self-Control

- Practicing how to wait patiently
 - Using a timer (Day 1)
 - Playing the *I Spy* game and saying the “Wiggle Rhyme” (Day 2)



Social- Emotional

Getting Along with Others

- Helping someone means doing something useful for someone (Day 3)
- Helping someone can make the person and ourselves feel good (Day 3)



Social Studies

Appreciating Our Families

- How to represent through drawing a special activity we like to do with someone in our family (Day 4)
- Grandparents and older family members (elders) are important members of a family (Day 5)



Creative Expression

Creating Art

- Different types of paints we can use to create a painting (Day 1)
- Different types of tools we can use to create a drawing, including crayons, pencils, chalk, and markers (Day 2)
- Using clay or dough to create art (Day 3)



Physical/ Health

Moving Our Bodies

- How to hop (Days 4–5)
- *Hoop Hop* game (Day 5)

WEEK
7

DAY
1

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

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

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

EXPLAIN: Now let's read a book!

[See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:

- Display book cover and encourage children to discuss what the book might be about.
- Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.
- Read title of book as you point to each word. Point to and say the names of the author and illustrator.
- Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.
- Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.
- After reading the book, engage children in recalling main parts of the book and novel words emphasized today:
 - What is our book about?
 - Who were the main characters?
 - What happened first? What happened next?
- Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.
 - What does each word mean?
 - How was each word used in today's book?]

Counting Things

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will match groups using one-to-one counting.



Key Concepts

Review: Count



Materials Needed

3–5 pencils

3–5 glue sticks



Optional Reading

How Many Snails?:

A Counting Book

by Paul Giganti, Jr.

BEGIN: We are learning to count things. Let's count to 10 while we take steps around the room. Counting tells us how many steps we've taken. Let's start by taking 10 big steps and counting them as we step.

[Lead children as you count 10 big steps.]

Now let's take 10 little steps and count them as we step.

[Lead children as you count 10 little steps.]

ACT: Today we will learn a new counting game. I will show you the game by telling you a story.

[Choose three volunteer children to help with the story. Ask them to stand in front of the others.]

- Once there were three children who were getting ready for the first day of kindergarten. They needed some supplies for school. They each needed one pencil to help them do their school work.
- How many children are standing here? (three) So, how many pencils do we need? (three)

[Count out a group of three and then hand each child a pencil.]

- Each of the three children also needed one glue stick to help make things in school. How many glue sticks do we need? (three)

[Count out a group of three and then hand each child a glue stick.]

Let's take a look at our groups. How many children are standing here for our story? (three) How many pencils do we have? (three) How do you know? How many glue sticks do we have? (three)

Each child received the same number of things. Each child received one pencil and one glue stick. Three children needed some supplies for school. We needed three pencils and three glue sticks because we had three children getting ready for kindergarten.

[Collect the pencils and glue sticks. Repeat the counting game with a different number of children. Limit the number to five.]

RECAP: Today we counted the number of items needed for different groups of children getting ready for the first day of kindergarten.



Scaffolding Tips

Extra support ■ If children have difficulty understanding the game with three children in the group, use two children for the repeat of the game. ■ If children have difficulty understanding that each child receives one item, engage one or more children in counting and distributing the items. Provide a child (not a volunteer getting ready for school) with a group of five pencils. Ask the child to count the number of pencils with you (while pointing to each). Then ask the child to give one pencil to each of the three children getting ready for school. Ask the child how many pencils he/she gave to the group of children getting ready for school (three). Ask the child to collect the pencils from the group of three children getting ready for school. Ask the child to count this group of pencils with you (while pointing to each pencil). Emphasize that he/she handed out three pencils because there are three children getting ready for school.

Enrichment ■ Ask children to describe how the counting game is similar to getting a table ready for lunch or another meal. (one cup, one fork, one spoon, one napkin for each person)

123 Center Activity

Provide 2–3 ice cube trays, a large die, and small counters. Invite children to take turns rolling the die and placing the number of counters in the ice cube tray that corresponds with the number of dots on the die. Encourage children to count aloud the number of dots on the die each time they roll a number.



Family Child Care

Practice one-to-one counting during snack time. Invite preschool-age children to count the number of children present at the table. Ask children how many snacks are needed so that each person has a snack. Invite children to count together the number of snacks needed and distribute one to each child. School-age children may enjoy the challenge of determining how many snacks would be needed if each child received two.

WEEK
7

DAY
1

Using Self-Control



Self-
Regulation

3-5 YEARS

Large Group



Skill and Goal

Self-control

Children will deepen their understanding of how to wait patiently for a desired item.



Key Concepts

New: Timer

Review: Self-control
Patient



Materials Needed

Paper plates—1 per child

Snack item or toy—1 per child (see Be Prepared)

Small toys (about 1 for every 2 children)

Timer

Assortment of 10–15 children's books

Be Prepared: Provide a highly desirable snack item for each child that is acceptable within your program's food rules. The activity involves waiting to take small bites of the snack. If you anticipate it may be too challenging for children to take a small bite of their snack, provide each child with three small portions of the snack and adjust the activity's waiting game so only one portion of the snack is eaten after each waiting period. Ensure the activity is not done at a time when children may be hungry. Alternatively, you may wish to encourage children to wait for a desirable toy instead of a snack. With either desirable item, place books out as options for children to use while waiting.

BEGIN: Last week we learned some things Cookie Monster did to wait patiently for a cookie. What was one of the things Cookie Monster did while waiting for a cookie? (singing or humming, playing with another toy)

[Repeat or rephrase what children say. Review waiting strategies used by Cookie Monster in last week's activity. It is important for children to have a reminder of each strategy as an introduction to the current activity.]

We are using self-control when we wait patiently for something.

- ASK:**
- What does self-control help us to do? (the right things)
 - What does it mean to be patient? (we wait our turn without getting upset and without complaining)

EXPLAIN: Today we are going to practice how to wait patiently. We are going to practice by playing a waiting game. We get better at something when we practice.

In the waiting game, each of you will get a plate with a (snack item) on it. Please do not touch the (snack item) until I say what to do next.

ACT: *[Give each child a paper plate with a snack item on it. Place books in the center of each table where children are sitting. You may wish to place an adult helper near or between children who may have a difficult time with self-control.]*

We will practice waiting by using the things we're learning about how to wait patiently. We will see how long we can wait to take a bite of our (snack item)! There are some books on the table in front of you. You can choose to look at a book while you wait.

I have a timer we can use. A **timer** helps us know how long we need to wait for something. Let's start by waiting 10 seconds to take a small bite of our (snack item). Ten seconds is a short time and I am sure we can wait for 10 seconds. The timer will tell us when we have waited 10 seconds. The timer will beep when 10 seconds is up and then we can



take a small bite of our (snack item). We will take just a small bite when the timer beeps. Do not eat all of your snack. Let's try it!

[Set the timer for 10 seconds. While children wait, remind them of Cookie Monster's ways of waiting for a cookie. When the timer goes off, invite children to take a small bite of their snack.]

Now, the waiting game is going to get a little harder because we are going to try to wait even longer! Maybe it would help us to wait patiently if we looked away from our snack or pretended it was not in front of us. This time I am going to set the timer for 20 seconds. I am sure we can wait for 20 seconds to take another small bite of our snack!

[Set the timer for 20 seconds. When the timer goes off, invite children to take a small bite of their snack.]

If time permits:]

Now, the waiting game is going to get even harder! We will try waiting just one more time. This time let's see if we can wait 60 seconds to eat the rest of our snack. Sixty seconds is one minute of time. Raise your hand if you think you can wait one minute to eat the rest of your snack!

[Set the timer for 60 seconds. When the timer goes off, invite children to eat the rest of their snack.]

ASK: We waited three different times to take a bite of our snack. Each time we waited a little longer.

- Did it get easier or harder to wait each time?
- What things did you do to wait patiently?

RECAP: Today we practiced waiting patiently. We set a timer several times and waited longer and then longer to take a bite of a snack. Waiting for something we really want can be very hard to do! But now we have things to do to help us wait patiently!

Using Self-Control *continued*



Scaffolding Tips

Extra support ■ If very young children cannot wait to eat their snack, invite children to eat part of their snack before the activity begins. ■ If children are not familiar with the Cookie Monster, explain that Cookie Monster is a character on *Sesame Street* who loves to eat cookies. ■ If the 60-second wait is too challenging for children to manage on their own, engage the group in singing a familiar song. Point out that we are singing as a way to wait patiently. ■ If some children eat their snack before the time is up, positively acknowledge their situation and offer encouragement for next time. Example: "It's really hard to wait for something we want. Next time maybe you'd like to try singing or humming or thinking about something else while you wait. Maybe it would help to not look at your snack."

Enrichment ■ Ask children to offer tips to their peers on how to wait patiently.



Center Activity

Supply a board game such as *Connect Four*® or *Boggle Jr.*® Encourage patient waiting as children take turns. Ask children what things they are doing to wait patiently.



Family Child Care

Share the book *Llama Llama Red Pajama* with preschool-age children in your setting. Discuss how Llama Llama felt as he waited for his mama. Ask children to think of things Llama Llama could have done to help him wait patiently for his mama. Encourage school-age children to read the book to preschool-age children as preschool-age children mimic Llama Llama's actions and then pretend to wait patiently.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will understand some differences in paints used to create a painting.



Key Concepts

New: Painting



Materials Needed

Paint: acrylic, watercolor, tempera
Paper
Paintbrush
Adult smock
Dried samples of three kinds of paint (see Be Prepared)

Be Prepared: Children will compare three different kinds of paint. Prepare samples of acrylic, watercolor, and tempera paints before the activity so the paint is dry for children to touch.

BEGIN: [*Display a paintbrush and paper used in your classroom for painting.*]

ASK: What do we call these items? (paintbrush, paper)

EXPLAIN: A paintbrush and paper are two of the things we use to create a painting.

Let's find out what I might be able to do with a paintbrush and paper.

ACT: [*Use the paintbrush to briefly pretend to "paint" something on the paper but do not use paint.*]

ASK: [*Display the "art."*]

- What do you see? (nothing)
- Is there something missing? (paint)
- Can an artist create art with just a paintbrush and paper? (no, need paint)

EXPLAIN: Art that is created with paint is called a **painting**. There are different kinds of paint that artists can use to do a painting.

Let's look at three different kinds of paint that artists may use to create a painting.

Before I begin to paint, I need to put on my smock.

ASK: Why should I wear a smock when I am painting?

[*As you put on the smock, remind children how to properly fasten it.*]

ACT: [*Make a few strokes of the acrylic paint on paper.*]

The first paint leaves a lot of paint on the paper.

What can you tell us about this kind of paint? (thick, etc.)

[*Make a few strokes of the watercolor paint on a separate sheet of paper.*]

What can you tell us about this kind of paint? (smooth, watery)

[*Point to the watercolor sample as you describe it below.*]



Creating Art *continued*



This kind of paint looks thinner. It looks watery. The colors are not as easy to see as in the first paint.

[Make a few strokes of the tempera paint on a third sheet of paper.]

This kind of paint is smooth and soft. We use this kind of paint in our classroom because it comes out of our clothes easier and dries fast so we can take our artwork home sooner!

Let's look at the three kinds of paint after they have dried.

[Display three samples of dried paint. Pass around each sample and invite children to touch each. After children have touched the samples, point to paint samples as you ask children to compare paints. Example: "How is this paint different from this paint?"]

RECAP: We need paint to create a painting. Today we looked at three different kinds of paint. We talked about how the paints were different.



Scaffolding Tips

Extra support ■ If you anticipate a comparison of three different types of paint may be too challenging, use two paints. Acrylic and watercolor offer a good contrast for looking at differences.

■ If you have paintings done by children in any of the paints demonstrated, display and describe samples as part of your description and discussion of the paints. ■ Some children may describe color differences when comparing the paints. Encourage them to also look at paint thickness/thinness and texture (bumpy, smooth).

Enrichment ■ Encourage children to think about why the paints may look different. (more water in watercolor, less water in acrylic) ■ Share the names of the paints used in the activity: acrylic, watercolor, tempera.



Center Activity

Provide children with acrylic, watercolor, and tempera paint and paintbrushes. Encourage children to use the different types of paint on paper. As children paint, draw attention to differences in the kinds of paint. Example: "Laura's paint looks watery and smooth. Maggie's paint looks different. What looks different about Maggie's paint?"



Family Child Care

School-age children may be eager to join preschool-age children in your setting in using different kinds of paint. Encourage children to make a painting using two or three kinds of paint.

Understanding Letters



Language/
Literacy

3-5 YEARS

Small Group



Skill and Goal

Print knowledge

Letter knowledge

Children will understand the concept of a sentence. Children also will identify and name the letter B.



Key Concepts

New: Sentence
Period

Review: Words
Uppercase
Lowercase
Book



Materials Needed

Chart paper

Marker

*Letter B card

Children's name cards

List of children's first names (see Be Prepared)

*Printables provided

Be Prepared: Prepare a list of the first names of children in your classroom. An existing list of names such as name cards used for a helper chart may work. The intent is for all children to be able to see the first names of children in the room as part of the activity described below. This list will be used on each Day 2 and Day 4 that introduces or reviews a letter.

BEGIN: Today we are going to work with words. Remember, words tell us important information about something.

ASK: Who remembers what words are made of? (letters)

EXPLAIN: Remember, some words are short with just a few letters. Other words are long with many letters.

We know there are lines of words in books and other things we read.

ACT: I am going to write a line of words on our chart paper.

[Write the sentence "We like to play" or a short sentence of your choice with simple words.]

I wrote, "We like to play."

[Point to each word as you read the sentence aloud.]

Remember, when we read a line of words we go from one side to the other.

[Point to the sentence using a left-to-right motion with your arm and hand.]

This line of words is called a sentence. Let's say that word together: sen-tence.

A **sentence** is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

Let's count together how many words are in our sentence.

[Point to each word as you lead children in counting.]

EXPLAIN: There are four words in this sentence.

Look at how there is a space between each word. Here is a space, here is a space, and here is a space.

[Point to the space between each word.]

The spaces tell us these are separate words. Here is our first word. Here is a second word. There is our third word. Here is our fourth word.

[Point to each word.]

Understanding Letters *continued*

ACT: Let's all clap one time for each word. I will read the sentence while we clap once for each word.

[Lead children in clapping once for each word as you read the sentence.]

How many times did we clap? (four)

We clapped four times because there are four words in our sentence. Let's say our sentence together.

EXPLAIN: Let's look at the end of our sentence. Do you see the small dot after the last word of our sentence?

[Point to the period.]

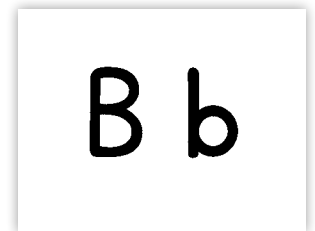
This is called a period. The **period** tells us where the sentence ends. The sentence stops at the period.

Now we are going to learn about a letter of the alphabet. We know there are many letters in the alphabet.

[Display letter B card.]

ASK: Does anyone know the name of this letter?

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



[Demonstrate writing an uppercase B on the top of a chart paper.]

This is an uppercase B. Remember, uppercase letters are the big letters of the alphabet.

We can also write the letter B like this.

[Demonstrate writing a lowercase b on the top of a chart paper.]

This is a lowercase b. We know that lowercase letters are the small letters of the alphabet.

We are learning about books. We know that a book is something we read. A book has pages and a cover. Book is a word that starts with the letter b. I will write this word on our chart. I am going to write the word "book" with a lowercase (small letter) b.

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

Let's all say the word "book."

[Invite a volunteer child to point to the letter b in the word "book."]

Now, let's look at the very first letter of our name. Pop up if you have the letter B at the beginning of your name. Names begin with a big (uppercase) letter.

Understanding Letters *continued*



[Encourage children to look at their name cards. Say the first names of children who have a B at the beginning of their name. If there are children whose name begins with the letter B but do not stand, point to the letter B in their name card. Compare the letter B in their name as you hold the letter B card next to their name card.]

If no one in the group has a first name beginning with the letter B, say "No one popped up because no one has a name that starts with the letter B." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with a letter B.

If a child indicates there is a letter B in his/her name but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter b that appears somewhere else in a child's name.]

RECAP: Today we learned that a sentence is a group of words that gives us information or tells us what to do. There was a period at the end of our sentence. What does a period tell us? (where a sentence ends)

We also learned about the letter B. What is a word that begins with the letter b? (book, perhaps the name of a child in your group)



Scaffolding Tips

Extra support ■ Write and say a second short sentence on the chart paper (example: "The name of her dog is Buster.") and lead children in counting the number of words. Point out the spaces between words and lead children in clapping once for each word. Also point out the period and remind children this small dot means the end of a sentence. Explain that the dog's name (Buster) starts with the letter B. ■ Show children a sentence in a book. Point out the punctuation at the end.

Enrichment ■ Introduce and define "punctuation" if children readily understand a period. Explain that all sentences end with punctuation.



Center Activity

Provide books with complete sentences (not single words on a page). Encourage children to look for sentences and periods.



Family Child Care

Consider using books with simple sentences that you read to toddlers and infants in your setting as tools for preschool-age children to practice pointing out spaces between words. School-age children may enjoy saying the letters in simple words or clapping their hands to represent each letter.

Counting Things

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will use one-to-one counting to set out items for a pretend breakfast for three bears.



Key Concepts

Review: Equal



Materials Needed

Goldilocks and the Three Bears by Parragon Books

3 bowls

3 cups

3 spoons

3 play food items (same kind)

3 napkins



Also Promotes

Language/Literacy



Optional Reading

Fiesta by Ginger Foglesong Guy

BEGIN: Let's count how many people are in our small group today. Each time I point to a person we will say a number.

[Lead children in counting each person in the group. Point to or lightly tap each child on the shoulder as you count aloud.]

How many children do we have in our small group today? The last number we counted is the number of children in our group.

ASK: How many toy bears would we need if we wanted to give a toy bear to each child in our group?

ACT: Today we will read a book about three bears in a family. Our book is called *Goldilocks and the Three Bears*.

[As you read the book, engage children in counting the three bowls, spoons, chairs, beds, and bears.]

Set out three bowls on a table where children can see them.]

We have three bowls set out on the table. Let's count them.

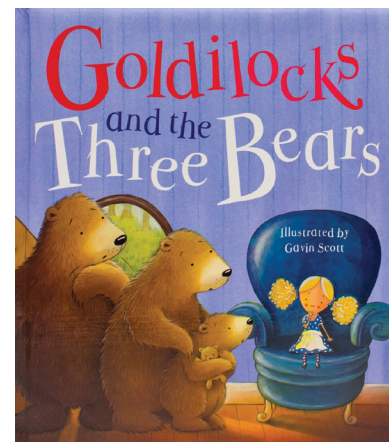
[Encourage children to together count aloud the number of bowls.]

We are going to pretend to make breakfast for the three bears. Each of the bears needs a spoon.

- Who would like to put a spoon by each bowl?

[Choose a volunteer child to place a spoon by each bowl.]

- How many spoons did we put out?



We have the same number of spoons as we do bowls! Our number of bowls and number of spoons is equal. Remember, equal means they have the same amount. We have three of each thing on our table.

Now, let's put out one cup for each bear.

[Invite volunteer children, one at a time, to put one cup next to each bowl. Continue inviting children to set out other identical items, one for

each bear. Examples: The same kind of play food item for each bowl, the same kind of napkin.]

RECAP: Today we practiced our counting by pretending to make breakfast for the three bears. We placed one of each item at each bowl. Each group of items was equal. That means each group had the same amount.



Scaffolding Tips

Extra support ■ Share with children that porridge is a warm breakfast cereal like oatmeal. ■ If children have difficulty matching items to bowls, use a smaller number of bowls.

Enrichment ■ Use different kinds of food items to place at each setting. Example: Three different food items such as a piece of bacon, egg, and toast. Encourage children to focus on the number of items, not differences in food characteristics. ■ Try the activity again with a different number of bowls. As children create groups of items, emphasize that each group of items is equal. Each group has the same amount.

123 Center Activity

Supply *small numeral cards 1–5 and clothespins. Invite children to count the dots and put the corresponding number of clothespins on each card.

*Printables provided



Family Child Care

Invite children to practice their one-to-one counting by helping you get ready for lunch. Count the number of children present in your setting and place that number of napkins on the table. Then invite each preschool-age child to set the table with enough of a given item for one per child. Example: “Emily, there are five napkins at the table. Can you please place a spoon next to each napkin?” Later, invite school-age children to take turns reading *Goldilocks and the Three Bears* as preschool-age children set the table for each bear.

WEEK
7

DAY
2

Using Self-Control



3-5 YEARS

Large Group



Skill and Goal

Self-control

Children will strengthen their understanding of how to wait patiently.



Key Concepts

Review: Patient



Materials Needed

None

BEGIN: We are learning how to wait patiently. Remember, when we are patient, we wait our turn without getting upset and without complaining.

EXPLAIN: Last week we learned some things we can do while we wait patiently.

ASK: Who can tell us about one of the things we learned to do while we wait? (singing, playing with another toy, saying a quiet rhyme)

EXPLAIN: Today we will learn another quiet thing we can do while we are waiting patiently.

When we are waiting patiently we can quietly play *I Spy* with our neighbor. Let me show you.

[*Demonstrate quietly playing I Spy with another adult. Example: "I spy something big and brown on the floor. What is it?" Take turns as you demonstrate.*]

ACT: Let's practice waiting patiently while we play *I Spy* with our neighbor. Remember, we need to play the game quietly.

[*Encourage children to play I Spy with a neighbor for approximately 30-60 seconds. If there is an odd number of children, play with the remaining child.*]

EXPLAIN: Now let's practice the rhyme we learned last week. We can say the rhyme quietly while we are waiting.

[*Lead children in quietly saying the "Wiggle Rhyme" as they do the hand motions.*]

RECAP: Sometimes we need to wait patiently in our classroom or with our family. It can be hard to wait. Today we practiced two ways to keep our minds and bodies focused while we wait.

Wiggle Rhyme

Hands on hips and hands on toes,

Hands on head and hands on nose.

Wiggle, wiggle, 1, 2, 3...

I can wiggle quietly.

Using Self-Control *continued*



Scaffolding Tips

Extra support ■ Remind children to do each activity quietly, if necessary.

Enrichment ■ If children think of other things to do while waiting, encourage them to share their ideas. These may be additional strategies that can be practiced and used by all children.



Center Activity

Provide children with items for a pretend grocery store. Encourage children to use some of the waiting strategies learned while waiting in line to purchase items. Encourage children to think of things they can do while waiting for longer and longer periods of time.



Family Child Care

Play a fun game that helps preschool-age children practice patience. Invite children to line up next to each other. Give them each a straw and a craft pom-pom. When you say "go," encourage children to move the pom-pom across the floor using only air blown through the straw. When children have moved their pom-pom to a specific location, recognize their patience and hard work in moving the pom-pom. School-age children may enjoy playing the game as a race to see who can get their pom-pom to the location first.

WEEK
7

DAY
2

Creating Art

Creative
Expression

3-5 YEARS

Large Group



Skill and Goal

Skills that support creative expression

Children will understand different types of tools used to create a drawing.



Key Concepts

New: Drawing

Review: Painting



Materials Needed

*4 pictures as shown

Crayons

Colored Pencils

Chalk

Markers

White drawing paper

Gallon ziplock bags (see Be Prepared)



Also Promotes

Physical/Health

*Printables provided

Be Prepared: Prepare for each pair of children a one-gallon ziplock bag with the following contents: two pieces of white drawing paper, two crayons, two colored pencils of the same color, two markers of the same color, and two pieces of chalk of the same color.

BEGIN: We are learning about things an artist can use to create art. We know that different kinds of paint may be used in a painting. Remember, art that is created with paint is called a painting.

EXPLAIN: Today we will talk about tools that can be used to create a drawing. A **drawing** is a picture created on paper using a pencil or marker or some other tool that is shaped like a stick.

[Display four pictures of drawings, one at a time, and hold up the tool used to create the drawing after you ask children their ideas.]



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- ASK:**
- What do you think was used to create this drawing? (colored pencils)
 - What do you think was used to create this drawing? (crayons)
 - What do you think was used to create this drawing? (markers)
 - What do you think was used to create this drawing? (chalk)

EXPLAIN: Each kind of drawing tool looks different on paper. Let's find out for ourselves what each tool looks like on paper.

[Display a prepared bag of drawing tools.]

I have some bags of different tools that can be used to create a drawing.

[Remove, display, and describe each tool in the bag.]

We can see what each tool looks like when we use it on paper.

We are going to work with a partner. Each pair will get one bag of tools.

ACT: *[Arrange children in groups of two. Distribute the prepared bags.]*

Creating Art *continued*



Invite children to use the different tools to draw lines on their piece of paper. Some children may wish to draw a picture of something.

Encourage children to try using different tools. Example: "Amanda and Talina are using the chalk, colored pencils, and markers. Remember to try the crayons, too!"



Encourage children to notice and describe differences in the marks made by the drawing tools.]

RECAP: Today we learned about different tools that can be used to create art. We used colored pencils, markers, chalk, and crayons.



Scaffolding Tips

Extra support ■ Demonstrate drawing a line if children seem uncertain about your request to draw a line. The line can be of any length and does not need to be straight. ■ If a child or children appear to have difficulty noticing differences in how each drawing tool looks different on paper, encourage the child(ren) to focus on two of the tools, especially tools that offer contrasts in the thickness of lines.

Enrichment ■ Encourage children to think about how a tool might look on different types of paper. Example: "What would a marker look like on smooth paper? What about rough paper?" ■ Explain that another word for the drawing tools is "medium." ■ To ensure children have experience with a range of materials, you may wish to set a timer and invite children to use each tool for one minute.



Center Activity

Provide paper, crayons, colored pencils, markers, and chalk for children to use as they continue to explore different drawing tools.



Family Child Care

Invite school-age children in your setting to join preschool-age children to create drawings from crayons, colored pencils, markers, and chalk. Encourage children to sort the drawings by tools used to create the drawings. Hang the drawings by type of tool.

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter B card

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Day 1

*Printables provided

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

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

BEGIN: [Display letter B card.]

What is the name of this letter?

[Point to the uppercase letter B on the letter card.]

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

We know that uppercase letters are the big letters of the alphabet.

EXPLAIN: Now let's spend some time with our book.

[See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:

- Display book cover and say book title. Engage children in describing what they remember about the book:
 - What is our book about?
 - Who were the main characters in our book?
 - What happened first? What happened next?
- Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.
- Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:
 - Read the sentence with the novel word. Repeat the novel word.
 - Repeat the sentence in which the word is used.
 - Define the novel word and connect the definition to the book.
- After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):
 - Ask children to describe a picture related to the word.
 - Define a word without naming it and ask children to identify the word.
 - Encourage children to think about a novel word in another context.

B b

Understanding Words *continued*



- *Encourage children to connect the book information to their own experiences. Below are some examples:*
 - o *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
 - o *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
 - o *"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."]*

WEEK

7

DAY

3

Counting Things

123

Mathematics

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will count items.



Key Concepts

Review: Count



Materials Needed

Ten Little Fish by Audrey Wood



Also Promotes

Language/Literacy

BEGIN: Let's count and clap 10 times. We will clap once for each number we count.

Now, let's stomp 10 times and count each time we stomp! When we count, the number tells us how many times we've clapped or stomped.

ACT: Today we will read a counting book called *Ten Little Fish*. We will practice counting while we read the book. Our book will help us learn to count to number 10 and then backwards from number 10 to number one.

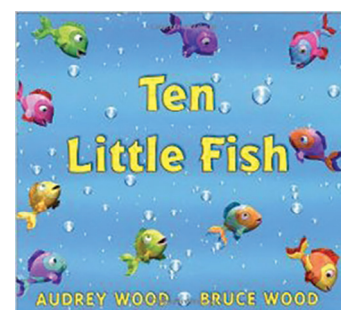
[Display book. Point to the title as you read.]

The author of this book is Audrey Wood and the illustrator is Bruce Wood. Let's start by counting the fish on the cover of the book.

[As you read the book, point to the text so that children can see a connection between your spoken words and the text. Pause on each page to count the

fish in each picture. Example: On the page with the nine little fish swimming 'round a crate, "Let's see how many fish are swimming." Encourage children to count along with you. After you count

the fish on each page, say aloud the final number.]



RECAP: Today we read a counting book called *Ten Little Fish*. We practiced counting the number of fish on each page. We even counted backwards from 10 to one! Let's hold up 10 fingers and count them!



Scaffolding Tips

Extra support ■ As you count to 10 and back, observe children to look for understanding in counting. Count slowly if children seem hesitant. Encourage children to repeat each number after you. ■ If children ask about love (mentioned in book), explain that love is when you care a lot about someone.

Enrichment ■ As you count to 10, invite children to try a rhythmical pattern. Ask children if they can think of two motions to use when counting. Example: Children alternately clap and stomp each time they say a number when counting to 10.

123 Center Activity

Provide dice, beads of different colors, and string. Invite children to string the beads and make a necklace by rolling a die to see how many of a certain color to put on the string. Encourage children to take turns using a different bead color each time they roll a die until the string is full. Invite children to take their necklaces home and count different colored beads for their families!



Family Child Care

Share *Ten Little Fish* with all children in your setting. Provide each preschool-age child with 10 fish manipulatives or a substitute such as 10 felt fish. Encourage preschool-age children to place 10 fish in front of them. As you read the book, invite them to remove one fish each time a fish leaves in the book. Then, encourage children to count the remaining fish. School-age children will enjoy using manipulatives to act out the story as you read.

Getting Along With Others



3-5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will understand that helping others means we do something useful for someone.



Key Concepts

New: Help



Materials Needed

The Mitten Tree by Candace Christiansen



Also Promotes

Language/Literacy

BEGIN: Today we are going to learn about helping others. There are many different ways we can be helpful. We could open the door for someone, or show someone how a game works, or help a friend put away things during clean-up time, or help a parent prepare a meal.

- ASK:**
- When did someone help you do something?
 - What happened?

EXPLAIN: To **help** means to do something that makes things easier or better for someone. The person we help feels good when we are helpful and we feel good too!

We are going to read a book that will help us think about helping another person. Our book is called *The Mitten Tree*. The author is Candace Christiansen and the illustrator is Elaine Greenstein.

ACT: [As you read the book, emphasize pictures and text related to the questions below.]

ASK: [After reading the book:]

- Why was the boy wearing blue not playing with the other children? (he didn't have any mittens)
 - How did Sarah help the boy? (she made him mittens)
 - How did Sarah help the other children with no mittens? (she made them mittens)
- [Display page with two children wearing new mittens.]
- How do you think the new mittens made the children feel? (happy)
 - What did Sarah find on her porch when she returned from the mitten tree? (a basket of yarn)
 - What did Sarah do with the yarn in the basket? (made more mittens)
 - Have you ever helped someone? Tell us about it.



RECAP: Today we read a book about how a woman named Sarah helped some children who needed mittens. We learned that when we help someone, we do something useful for another person or a group of people. We also learned that helping others makes them feel good and makes us feel good. How can we help someone in our classroom? How can we help others at home?

WEEK

7

DAY

3

Getting Along With Others *continued*



Scaffolding Tips

Extra support ■ As you read, define novel words in the book such as lane and linger. Lane: a narrow road; Linger: to be slow.

Enrichment ■ Ask children how many people helped others in the book. (Two: Sarah and the person who leaves yarn) ■ Invite children to think about who may have given Sarah the yarn in the basket.



Center Activity

Encourage children to think of ways they can be helpful to others during center time. Examples: help clean up a center, help get someone supplies, help someone with a puzzle. Each time they are helpful, encourage them to say aloud "I am helpful!"



Family Child Care

Encourage children to be helpful to others by organizing a collection of food to take to a local food pantry or clothing to take to a local shelter. If possible, take the children along when donating the items.

WEEK
7

DAY
3

Creating Art

Creative
Expression

3-5 YEARS

Small Group



Skill and Goal

Skills that support creative expression

Children will understand how to use clay or dough to create art.



Key Concepts

New: Clay
Dough
Mold

Review: Painting
Sculpture



Materials Needed

Commercially available or homemade dough or clay (see Family Child Care)

*1 picture as shown (from Week 1, Day 1)



Also Promotes

Physical/Health

*Printables provided

Be Prepared: Note that dough or clay needs to be made in advance of the activity. Prepare or provide enough clay or dough for each child to make one sculpture. You may wish to use commercial play dough. Commercial play dough is not a good choice for sending home children's work; it will harden but also crumble. After introducing the words "clay" and "dough," the activity plan uses the word "clay" to avoid repeated use of the phrase "clay or dough."

BEGIN: We are learning about the kinds of items an artist can use to create art. We know that different kinds of paint can be used to create a painting. We also know there are different kinds of drawing tools like colored pencils and markers.

EXPLAIN: Today we will learn about making art from clay or dough.

[Display a handful of clay/dough.]

Clay or dough can be molded with an artist's hands or other tools used to create art. When we **mold** something, we press or form it into a particular shape. Clay or dough becomes hard when it dries.

ACT: *[Mold the clay/dough in your hand into a simple shape. Display and describe your creation. Then distribute some clay to each child.]*

Let's mold a handful of clay in different ways.

- Let's mold our clay into a ball.
- Let's use our hands to mold our clay into a rope.
- Let's mold our clay into a pancake.
- Now each of us can use our hands to mold our clay into whatever we want.

EXPLAIN: Remember, the kind of art made from clay or stone or some other material that we can carve or mold is called sculpture. There are many types of sculptures. We will mold our clay into a sculpture.

[Display and describe picture of children creating sculptures.]

RECAP: We are learning a lot about how to create art. Today we molded some clay into different things. We are artists!



Rain0975/flickr/CC BY-ND 2.0



Scaffolding Tips

Extra support ■ At the beginning of the activity, invite children to touch, feel, and push gently on the clay/dough if they have had no or limited experience with clay/dough. ■ If children are having difficulty molding the entire piece of clay you provided, invite them to take a little piece of clay and press it flat between their hands and then create other shapes.

Enrichment ■ Children with good self-regulation skills and openness to someone else touching their body may enjoy taking turns “molding” the body of a peer. Example: crossing a peer’s arms in front of his/her body.



Center Activity

Provide clay or dough from the main activity for continued practice opportunities. Provide small plates or pieces of cardboard for children to place their sculptures on to dry.



Family Child Care

Make different types of homemade dough. Several recipes use heat, which may be easier to access in your setting. Or, you can place the sculptures in the oven to dry faster, and then they can be painted. Make enough dough so that each child can have enough to create at least one sculpture.

Uncooked Dough/Clay Recipe

Ingredients/Materials:

- 1 cup water
- 4 cups flour
- 2 to 4 tablespoons of cooking oil
- 1½ cups of salt
- Food coloring, etc. (if desired)
- Large mixing bowl

Directions:

- Pour water into large mixing bowl
- Add food coloring, if using, and stir well
- Add flour and salt
- Stir to blend all ingredients
- Add 2 to 4 tablespoons of oil or more if it seems too dry
- Add glitter, if using
- Knead with hands until mixture is well blended

Ingredients and directions to make homemade dough from <http://www.pbs.org/parents/crafts-for-kids/no-bake-play-dough/>

Cooked Dough/Clay Recipe

Ingredients/Materials:

- 2 cups salt
- 2/3 cups water
- 1 cup cornstarch
- 1/2 cup cold water
- Saucepan

Directions:

- Stir salt and water in a saucepan over heat 4–5 minutes
- Remove from heat; add cornstarch and cold water
- Stir until smooth; return to heat and cook until thick
- Allow the dough to cool, then shape as desired
- When dry, decorate with paint, markers, glitter, etc.
- If you like, finish with clear acrylic spray or clear nail polish
- Store unused clay in a ziplock bag



3-5 YEARS

Large Group



Skill and Goal

Print knowledge

Letter knowledge

Children will understand the difference between single words and sentences. Children also will understand the sound of the letter B.



Key Concepts

Review: Sentence
Period



Materials Needed

Chart paper

Marker

*Letter B card

Chart from Day 2

*4 letter B picture cards

Children's letter journals

Writing tools—1 per child

List of children's first
names

*Printables provided

Be Prepared: Beginning this week, Day 4 of each week that introduces a letter offers four picture cards that show different items that begin with the week's target letter. Select two of the four cards for inclusion in the activity. Pictures of items that are likely to be familiar to some or many children in your group are best; the intent is to emphasize the beginning letter of the pictured item. You may wish to use the other two cards as Extra Support (see Scaffolding Tips). This week also begins the use of letter journals on Day 4. See the *ELM User Guide: 3–5 Years* for suggestions on efficiently distributing and collecting the journals, and on approaches to helping children write a letter or part of a letter.

BEGIN: Today we are going to work with words in sentences again. We know that a sentence is a group of words that gives us information.

ACT: I am going to write a sentence on this chart paper.

[Write on a chart paper the sentence "Look at the sky." Read each word as you write it.]

How many words are in this sentence? (four)

Let's clap once for each word as I read the sentence.

How many times did we clap? We clapped four times because there are four words in our sentence.

EXPLAIN: Remember, a sentence has a space between each word.

[Point to the space between each word.]

Here is a space, here is a space, and here is a space. The spaces tell us these are separate words.

[Point to each word.]

Here is our first word. Here is a second word. There is our third word. Here is our fourth word.

- ASK:**
- What do you see at the end of the sentence? (period)
 - What does a period tell us? (we are at the end of the sentence)

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

[Display letter B card.]

If a child(ren) whose name begins with the letter B was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter B when you say the name.]

B b

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

[Point to the lowercase b on the letter card.]

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

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

ASK: Who remembers our word that begins with the letter B? (book)

ACT: The letter B says /b/ just like in the word "book." /b/, /b/, book. Let's say that together: /b/, /b/, book.

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



[Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says bear. The letter b is at the beginning of the word." Repeat this procedure with a second picture card.]

Let's think about some other words that start with the letter B and write them on our chart. Remember, the letter B says /b/, /b/.

[Help children by suggesting other words that start with b. Examples: bat, beaver, bull.]

Invite one or more volunteer children to find the letter b on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to make the uppercase letter B on your chart paper.]

We use three lines to make an uppercase B. One line goes up like this. Another line is curved like this. The third line is curved like this.

[Give each child his/her letter journal.]

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

Understanding Letters *continued*



RECAP: Today we learned more about a sentence. We remembered that a sentence is a group of words that gives us information.

We also learned that the letter B says /b/ just like in the word “book.” We made the uppercase (big) letter B in our letter journal. Let’s say together the sound the letter B makes (/b/).



Scaffolding Tips

Extra support ■ Write and say a second short sentence on the chart paper (example: “We like to bake cookies.”) and lead children in counting the number of words. Point out the spaces between words and lead children in clapping once for each word. Also point out the period and remind children this small dot means the end of a sentence. Repeat the sentence and ask children which word begins with the /b/ sound. ■ Use one or both of the picture cards not selected for inclusion in the main activity to help children understand the first letter of the pictured animal or item. ■ Show children longer and shorter sentences in a book. Count the number of words in each sentence.

■ After demonstrating how to make an uppercase B, turn your back to children and lead them in making the letter B in the air with their arms and hand.

Enrichment ■ Encourage children to write the first letter of their name at the bottom of their paper. Some children may be able to write more than the first letter. Be sure to positively recognize all forms of writing including scribbles, letter-like scribbles, and initials. ■ During the use of picture cards, ask whether the first letter of the word on the card is an uppercase or lowercase letter.

■ Some children may be interested in your demonstrating and describing how to make a lowercase b. Example: “We use two lines to make a lowercase b. One line goes up like this. The second line is curved like a circle.”



Center Activity

Invite children to look for single words and sentences in the classroom. As children find sentences, ask them to show you where the sentences end. How do they know?



Family Child Care

Practice words and letters during outdoor play. Say aloud a simple 4–5 word sentence. Write the sentence with sidewalk chalk where children can see it. Invite children to hop, jump, or kick each time you say a word. Invite school-age children to hop, jump, or kick for each letter as they spell their name aloud. Children may also enjoy working in pairs as they pat their hands together for each word in a sentence or letter in a word.

WEEK
7

DAY
4

Counting Things

123
Mathematics

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will follow verbal requests for counting actions.



Key Concepts

Review: Count



Materials Needed

None



Also Promotes

Self-Regulation

BEGIN: Let's count to seven on our fingers. We know that when we count, we say our numbers to find out how many. Let's hold up each finger and count each one as we go along. We know to stop counting when we get to number seven.

[Lead children in counting to seven on their fingers.]

EXPLAIN: Let's learn a counting poem that we can say with our fingers. It's called "One Banana."

ACT: [Teach "One Banana" and encourage children to use their fingers while they recite the poem. Hold up one finger each time a banana is counted.]

How many bananas do we have?
(seven)

Today we will play *Simon Says*. We need to listen carefully to the numbers Simon uses in his requests. I will be Simon. Let's practice.

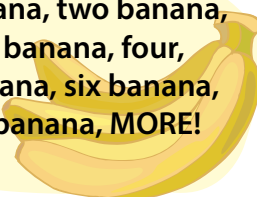
- Simon says stomp two times.
- Simon says clap four times.

[When you play *Simon Says*, use only the number of actions that children can readily reach. Each action should include a number. Keep the actions the same during this introductory use of the game. You may wish to mix actions, such as jump two times and clap one time, at a later point when children have mastered the basics of the game.]

RECAP: Today we learned a counting poem. What did we count? (bananas) We also played *Simon Says*. Simon used numbers when he asked us to do something. We counted as we did what Simon asked us to do.

One Banana

One banana, two banana,
Three banana, four,
Five banana, six banana,
Seven banana, MORE!





Scaffolding Tips

Extra support ■ If children have difficulty doing the *Simon Says* requests, start with groups of one or two actions.

Enrichment ■ After reciting “One Banana,” explain that some of the words in our poem rhyme. Remember, when words rhyme they sound alike at the end of the word. What number in our poem rhymes with the word “more”? ■ Invite several children to take turns being the leader of *Simon Says*. Encourage the leader to use the same action but change the number of times it is to be done. ■ If children are readily following the number requests, add challenge by asking children to stand still if Simon does not say “Simon says” with the request. Example: “Jump one time. Did you jump one time? Simon didn’t say to jump one time!”

123 Center Activity

In the block center, encourage children to build a structure with a given number of blocks. Then, encourage children to build two or more structures with an equal number of blocks. Invite children to count the blocks in each structure together. Are they equal?



Family Child Care

Play *Simon Says* with all children in your setting. Split children into two groups. Preschool-age children can be asked to do 2–4 actions and school-age children can do more actions.

Appreciating Our Families



Social
Studies

3-5 YEARS

Large Group



Skill and Goal

Family diversity

Children will deepen their understanding that all families are unique.



Key Concepts

Review: Family



Materials Needed

Paper—1 per child

Drawing tools

Looking Ahead: Make plans for family members to visit for two different family-related topics in the near future. First, invite family members (parents, elders) with strong cultural identities to help you introduce the topic of cultural differences across families on Week 9, Day 4. If this is not an option, invite a center or installation staff member with a strong cultural identity to help you explore this topic with children on Week 9, Day 4. Consult with this resource person(s) in advance of the visit to determine a plan. For example, visitors may wish to tell children where their family elders were born, how special holidays or events are celebrated, and bring an item to describe and maybe place in the classroom's Family Culture Shelf (see Week 9, Day 4). Arrange for a translator, if necessary. Take several pictures to display in the classroom after the event.

Second, invite a member(s) of all families to participate in a Family Share Day on Week 9, Day 5 to help strengthen children's understanding of how families are unique. Encourage family members to talk about what their family likes to do together. They may wish to bring an item that is special to their family. If the item represents a specific culture, the item can be placed in the Family Culture Shelf (see Week 9, Day 4). You may wish to organize several Family Share Day occasions if you anticipate a high level of participation. Arrange for a translator, if necessary. Take several pictures to display in the classroom after the event(s). Suggest that families unable to attend may wish to read a book with their child about family cultures. One possibility is: *Families in Many Cultures* by Heather Adamson.

BEGIN: We are learning many things about families. We know that a family is a group of people and all families are unique.

EXPLAIN: Today we are going to make a class book about a special thing you like to do with someone in your family. You will each get to draw a picture of you doing something special with someone in your family. Then you will have a chance to tell us why it is special. When we are done with our pictures, we will put them together to make a book.

ACT: *[Give each child a piece of paper and drawing tools. Invite children to draw pictures of themselves doing something special with someone in their family. As children draw, ask them why it is special. Take dictation at the bottom of the page.]*

When the children have finished, compile the pages into a book.]

RECAP: Today we talked more about what makes our families unique. We drew a picture of ourselves and a family member doing something that is special.

[If time permits, invite children to describe their page of the class book.]

Appreciating Our Families *continued*



Social
Studies



Scaffolding Tips

Extra support ■ Encourage children who find drawing to be a challenging task to use circles and/or lines to represent a face/body. ■ Demonstrate for children how to describe their page with others, if necessary.

Enrichment ■ Ask children to tell more about the activity. Examples: "How does it work?" "How often do you get to do this activity?"



Center Activity

In the housekeeping center, encourage children to pretend they are members of a family or supply dolls that can act as family members. If available, add multicultural clothing or play food items.



Family Child Care

Teach all children in your setting the following song. As you sing the song say a child's name and then invite the child to end the song with the name of someone they live with. You may also wish to invite school-age children to share the book *Families, Families, Families!* by Suzanne and Max Lang with preschool-age children.

We All Live in a Family

(Sing to the tune of "Here We Go Round the Mulberry Bush")

We all live in a family,
a family, a family,
We all live in a family,
and ___ lives with ___.

WEEK
7

DAY
4

Moving Our Bodies



3-5 YEARS

Large Group



Skill and Goal

Motor development

Children will strengthen their locomotor skills for hopping.



Key Concepts

New: Hop
Balance

Review: Forward
Backward



Materials Needed

*Footprint template (see Be Prepared)

Masking tape or similar tape

Item for signals



Also Promotes

Self-Regulation

*Printables provided

Be Prepared: Use the provided template to cut out 12 footprints. Arrange the footprints on the floor of your activity space, using the pattern shown in the illustration. Provide two sets of the pattern, if space permits. When you space the footprints on the floor, keep in mind that the four footprints are a guide for walking and the two footprints are a guide for taking two hops. Also, children may move beside the path, not on the actual footprints.

BEGIN: We are practicing different ways to move our body. We know how to walk, march, and gallop. Today we will practice another way to move our body.

ACT: [Use one foot/leg to demonstrate hopping.]

ASK: What am I doing? (hopping)

EXPLAIN: [Demonstrate as you describe the following:]

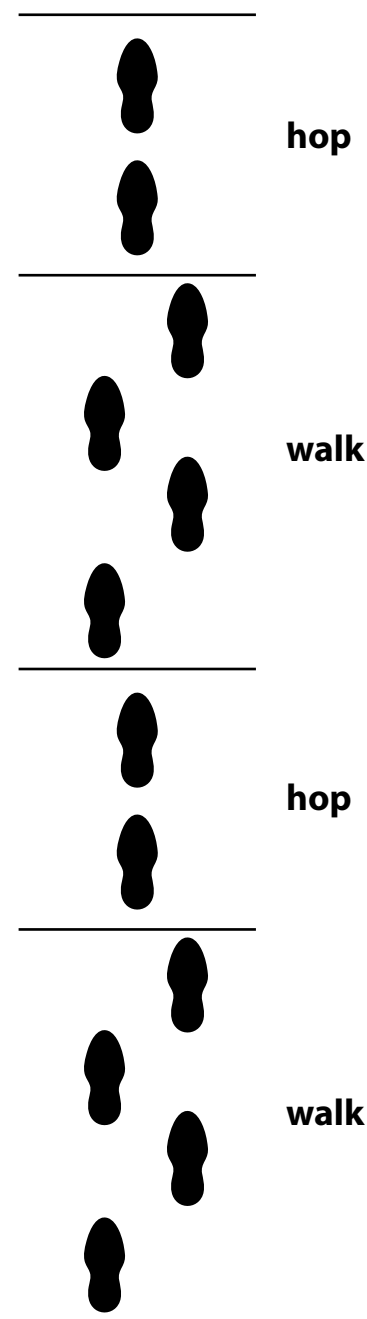
Please look closely at what we do with our body when we hop. When we **hop** we move our body with one foot and leg. We use the same foot and leg to go up and down. We lift our other foot and leg off the ground. We keep the other foot and leg off the ground while we hop.

We can hop in one place. We can hop forward or backward. Hopping backward is more difficult.

Now let's move up and down on the same foot and leg. We will lift our other foot and leg into the air. This is how we hop. We will hop in our personal space. Try not to go forward or backward when you hop. Listen for our "start" and "stop" signals.

ACT: [Offer a "start" signal and provide guidance as children practice several hops. Provide less than a minute for the practice. Offer another demonstrated explanation if necessary.]

Now let's practice hopping on our other foot and leg. Let's hop again in our own personal space. Try not to go forward or backward when you hop on your other foot and leg.



Moving Our Bodies *continued*



[Offer a “start” signal and provide guidance as children practice several hops on the other foot/leg. Provide less than a minute for the practice.]

ASK: Was one of your two legs easier to hop on? Which one?

EXPLAIN: A big part of hopping is learning to stand on one foot and leg without falling. We may use our arms to balance our bodies so we do not fall. When we **balance** something we keep it steady. We may move our arms a little bit to help us keep our balance. We will not fall over if we balance our bodies.

ACT: Now let’s practice hopping forward. Pay attention to people around you so you do not bump into anyone. Listen carefully for our “start” and “stop” signals. Let’s hop two or three times.

[Provide guidance as children hop forward two or three times.]

ASK:

- Is it easier to hop forward or to hop in one place?
- Would you like to try hopping backwards two or three times?

[Provide guidance as children hop backwards two or three times. Remind children to look over their shoulder to make sure they will not bump into someone when they hop backwards.]

Point to the footprints on the floor as you describe the following:]

EXPLAIN: Let’s practice walking and then hopping. There are footprints on the floor that tell us what to do. The four footprints tell us to walk. The line tells us to change the way we are moving our body. The two footprints tell us to hop on one foot.

ACT: *[Demonstrate the pattern as shown on the floor. Children may walk and hop alongside the pattern, not on the actual pattern, if you wish.]*

Invite children to follow the pattern, one at a time. It is not necessary to use the “start” and “stop” signals. After each child has a turn, you may wish to encourage children to hop on a different foot the second time through the entire pattern or to change the foot used for hopping in the second hop sequence in the pattern.]

RECAP: Today we practiced hopping. We talked about how our body moves when we hop. We put together walking and hopping by following a path.

Moving Our Bodies *continued*



Scaffolding Tips

Extra support ■ Explain that hopping is not the same as jumping. We use both feet/legs when we jump. We use one foot/leg when we hop. ■ If children have difficulty balancing their bodies when they hop, move to a wall and encourage children to place one hand on the wall to provide support while they lift one foot in the air and hop on the opposite foot. ■ In the explanation of balance, encourage children to stand on one foot/leg (no hopping) and pay attention to whether they move their arms to keep their bodies balanced (so they do not fall). ■ Offer a reminder of the meaning of “forward” (moving toward what is in front of us) and “backward” (moving toward what is behind us).

Enrichment ■ When using the footprint pattern, encourage children to hop on a different foot the second time through the entire pattern or to change the foot used for hopping in the second hop sequence (the second set of hop footprints). ■ Invite children to switch feet/legs when they practice hopping forward and backward.



Center Activity

Consider developing a more complex pattern of footprint arrangements outdoors by adding marching steps. Example: two footprints = hop, three footprints = march, four footprints = walk.



Family Child Care

Involve all children to play *Simon Says*. Incorporate walking, marching, galloping, and hopping movements. Directions could also include moving fast or slow.

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter B.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter B card

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Days 1 and 3

*Printables provided

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

BEGIN: [Display letter B card.]

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

Letter B says /b/, just like in the word "book." /b/, /b/, book. Let's together say /b/, /b/, book.

B b

EXPLAIN: Now let's spend some time with our book.

[See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
 - *What is our book about?*
 - *Who were the main characters in our book?*
 - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
 - *Read the sentence with the novel word. Identify the novel word.*
 - *Repeat the sentence in which the word is used.*
 - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
 - *Ask children to describe a picture related to the word.*
 - *Define a word without naming it and ask children to identify the word.*
 - *Encourage children to think about a novel word or phrase in another context.*



Understanding Words *continued*



- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.]*

Counting Things

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

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



Key Concepts

Review: Equal



Materials Needed

- 3 stuffed or plastic animals
- 3 small blankets
- 3 bowls



Also Promotes

Self-Regulation



Optional Reading

Uno, Dos, Tres: One, Two, Three by Pat Mora

BEGIN: We are practicing different ways to count things.

EXPLAIN: This week we counted the number of pencils and glue sticks children needed for kindergarten. We also practiced setting the table for the three bears.

Let's practice counting again by pretending we have three pets. Each of our pets needs a blanket to sleep on. Let's give each pet a blanket.

ACT: *[Use stuffed or plastic animals for pets. If pretend blankets are not available, provide another item a pet may need (such as food). Encourage children to help you count out one item for each of your three pets.]*

How many blankets do we need?

Let's see if we have the correct number of blankets. We have three pets and three blankets.

[Place one blanket on each pet.]

EXPLAIN: Look; 1, 2, 3! We have the same number of pets and blankets! Our number of pets and blankets is equal. Remember, equal means they have the same amount. They each get their own blanket!



Meriwether Lewis Elementary/flickr/CC BY-NC-ND 2.0

ASK:

- If we have three pets, how many food bowls do we need?
- How do we know?

EXPLAIN: We also read a story called *Ten Little Fish*. In the story, we counted 10 fish.

ACT: Let's stomp our feet 10 times while counting out loud together!

[Lead children in counting out loud together as they stomp their feet 10 times.]

EXPLAIN: Yesterday we practiced counting when we played *Simon Says*. Let's practice some more.

ACT: *[Play a short version of Simon Says that involves different numbers with the same action.]*

RECAP: We are learning a lot about how to count things. Let's count our 10 fingers by saying a number each time we wiggle a different finger!

If we were to put a ring on each of our fingers, how many rings will each of us need?



Scaffolding Tips

Extra support ■ If children have difficulty following number requests during *Simon Says*, start with groups of one or two actions.

Enrichment ■ Try using a larger number of stuffed or plastic animals for children who easily grasp one-to-one counting.

123 Center Activity

In the dramatic play area, place five stuffed or plastic animals and items to care for each (blankets, bones, bowls, brushes, etc.). Encourage children to make sure each animal has one of each item. Sing the “Five Little Monkeys” song and substitute the words “Five Little Animals.” Encourage children to pretend each is falling off the bed as you sing the song. Encourage children to say how many animals are left each time an animal falls off the bed.



Family Child Care

All children in your setting will enjoy a fun counting activity based on the book *How Many Snails?* by Paul Giganti, Jr. Lead children in counting the number of items on each page. Invite school-age children to count the entire group of items on each page (flowers, dogs, etc.) and preschool-age children to count subsets of items on each page (yellow flowers, spotted dogs). Then, if possible, take children on a walk and look for items to count. Again, invite school-age children to count entire groups of items and preschool-age children to count subsets of items. Use the book text as your guide. Example: “I went walking down the sidewalk and I wondered: How many houses were there? How many houses were white?” The walk may be adapted for indoor use.

WEEK
7

DAY
5

Appreciating Our Families



Social
Studies

3-5 YEARS

Large Group



Skill and Goal

Family diversity

Children will understand that grandparents and other elders are an important part of a family.



Key Concepts

New: Grandparent



Materials Needed

*6 pictures as shown

*Printables provided



Optional Reading

The Hello, Goodbye Window by Norton Juster

BEGIN: We are learning that our families are similar and different in many ways.

EXPLAIN: Today we are going to begin talking about some special people in our family who are older than we are. They are our grandparents. A **grandparent** is the parent of your mom or dad. Some of us may have grandparents and some of us may have older family members such as an aunt or uncle.

When I was little I always called my grandma(pa) ____.

- ASK:**
- If you have a grandma or grandpa or older person in your family, do you have a special name for them?
 - What is it? (Poppy, PaPa, Mimi, Nana, etc.)

EXPLAIN: Grandparents and older family members are an important part of a family. They care about us just like the rest of our family. Let's look at some pictures of people who are grandparents.

[Display three pictures of grandparents. Encourage children to describe what they see in the pictures.]



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C.K. Koay/flickr/(CC BY-NC 2.0)



Some of us may have grandparents who live with us, and some of us may have grandparents who live far away. Sometimes when grandparents live far away, we don't see them often.

ASK: How can we stay in touch with our grandparent(s) if they live far from us? (talk on the phone, use the Internet, visit them, send pictures)

EXPLAIN: It can be fun to spend time with your grandparent(s). Let's look at some pictures of children spending time with their grandparent(s).

[Display three pictures of children spending time with their grandparent(s) or older family member(s).]



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Appreciating Our Families *continued*



- ASK:**
- What do you see happening in these pictures of children with their grandparents?
 - Who can tell us something special about one of your grandparents or an older family member? (Something they like to cook, a place they like to go, an activity they like to do, a special memory the child may have)



alliecat1881/flickr/(CC BY-NC-ND 2.0)

RECAP: Grandparents and older family members are an important part of our family. No matter how much time we spend with them, they still care about us just like our other family members.



Scaffolding Tips

Extra support ■ Children who do not seem to have a grandparent active in their life (near or far away) may like to talk about the grandparent, aunt, or uncle of someone they know.

Enrichment ■ Share with children that an older family member can also be called an elder.



Center Activity

Supply provided *paper for each child with the title, This is a Family. Encourage children to find pictures of families in magazines and cut them out and glue them to the paper.

*Printables provided



Family Child Care

If feasible, encourage grandparents or older family members to visit your setting to read a story, play a game, or make a special treat with children. Preschool-age and school-age children will enjoy talking to the family member and learning about special family traditions and what things were like when they were little.

WEEK
7

DAY
5

Moving Our Bodies



3-5 YEARS

Large Group



Skill and Goal

Motor development

Children will deepen their locomotor skills for hopping.



Key Concepts

New: Hoop

Review: Hop



Materials Needed

4 hula hoops or large circular rings



Also Promotes

Self-Regulation

Be Prepared: Place hoops in a large circle in your activity space. If your space does not permit a large circle arrangement, place the circles in a line of four hoops or in two parallel lines of two hoops each. Provide sufficient space between hoops for children to walk several steps from one hoop to another hoop.

BEGIN: Yesterday we practiced hopping. Remember, when we hop we move our body with one foot and leg. We use the same foot and leg to go up and down. We followed footprints on the floor that told us when to walk and when to hop.

EXPLAIN: Today we will practice hopping into a hoop and out of a hoop. We will play a game called *Hoop Hop!*

[Point to hoop as you describe it. Move your hand around the perimeter of the hoop as you explain it is a circle.]

This is called a hoop. A **hoop** is a circular object. It is round.

We will hop into a hoop. Then we will march to the other side of the hoop and stop. Then we will hop out of the hoop. Let me show you.

ACT: *[Demonstrate and describe the steps with one hoop.]*

There are four hoops for us to hop into and out of. We will walk from one hoop to another hoop.

[Point to each hoop. Demonstrate again hopping into a hoop, marching to the other side, hopping out of the hoop, and walking to the next hoop. Demonstrate and describe moving through the four hoops.]

Invite children to move through the hoops, one at a time. Provide guidance as necessary. Space children so no more than two children are in the same hoop at the same time.

For a second round of movement, invite children to move through the hoops in reverse direction.]

RECAP: Today we practiced moving our bodies in three different ways. We hopped, we marched, and we walked. We hopped into and out of hoops on the floor. We played the *Hoop Hop* game!

WEEK

7

DAY

5

Moving Our Bodies *continued*



Scaffolding Tips

Extra support ■ Explain “into” and “out of.” ■ Some children may find it easier to walk rather than march inside the hoop.

Enrichment ■ Invite children to change the foot/leg they use to hop out of a hoop (use the foot/leg not used to hop into the hoop).



Center Activity

Children may enjoy the hoop movements as an outdoor activity.



Family Child Care

Provide opportunities for children to practice their hopping skills as part of transitions that involve a few steps only. Examples: hopping to a chair for lunch, hopping from one center to another.