

Language/
Literacy**Understanding Words and Letters**

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to identify the beginning sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter F (Days 2–5)



Mathematics

Counting Things

- Practicing identifying written numbers
- How to identify the number that is one more than a given number (Days 1, 3, 5)
- Drawing two sets of animals, with one set having one more (Day 2)
- How to figure out how many items we would have if we had one more item (Day 4)

Self-
Regulation**Focusing & Remembering**

- How to follow requests by watching and taking turns
 - *Mirror, Mirror* game (Day 1)
- How to follow requests by listening and remembering
 - *Musical Simon Says* game (Day 2)

Social-
Emotional**Understanding Feelings**

- When we feel lonely, we are sad because we feel like we are all alone (Day 3)
- Things we can do to help us feel better when we feel lonely (Day 3)

Social
Studies**Exploring Where We Live**

- How people help others in our center (Day 4) and in our community (Day 5)
- Drawing ourselves doing a job as a community helper (Day 5)



Science

Exploring Life Cycles

- Drawing what may hatch from a butterfly egg (Day 1)
- Stages of a butterfly's life cycle (Days 1–3)

Physical/
Health**Moving Our Bodies**

- Practicing different movement combinations
- *Moving Along the Line* game (Days 4–5)

WEEK
22DAY
1

3-5 YEARS

Large Group**Skill and Goal****Oral language****Letter knowledge**

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter R.

**Key Concepts**

New: 1–2 words
(see Be Prepared)

**Materials Needed**

*Letter R card
Book of your choice for this week's repeated reading
Chart paper
Marker
*Printables provided

Understanding Words

**Language/
Literacy**

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

BEGIN: [Display letter R card.]

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

R r

Letter R says /r/, just like in the word "relaxed." /r/, /r/, relaxed. Let's together say /r/, /r/, relaxed.

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

EXPLAIN: Now let's read a book!

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

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

3-5 YEARS

One-to-One

Skill and Goal
Number knowledge

Children will individually demonstrate their knowledge of written numerals.



Key Concepts

Review: Count
Number



Materials Needed

10 identical blocks
*Small numeral cards
1-10 (without dots)
*Printables provided

Be Prepared: This is an **individual progress assessment** of children's knowledge of written numerals. Criteria for determining each child's performance are described at the end of the activity plan. Begin the one-to-one assessment with 4-5 children today and continue assessments with 4-5 children each day this week. Invite each child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur when children are not engaged in a small or large group activity.

BEGIN: [Place stack of numeral cards on table, face up, facing the child.]

Today we will practice counting. We will use our number cards.

EXPLAIN: I am going to put a group of blocks in front of us. We can count them together. Then I want you to find the number card in your stack that matches the number of blocks we counted.

ACT: [Place seven blocks in front of the child. Encourage child to point to each block as you count together.]

We have seven blocks. Now please try to find the number card that means the same as this many blocks.

[Record child's response on the provided form. Thank child for his/her effort. Do not comment on accuracy of responses.]

Now let's count some more blocks together.

[Place three blocks in front of child. Encourage the child to point to each block as you count together.]

We have three blocks. Please try to find the number card that means this many blocks.

[Record child's response on the provided form. Thank child for his/her effort. Do not comment on accuracy of responses.]

You're working so hard! Let's count one more group of blocks together.

[Place 10 blocks in front of you. Encourage the child to point to each block as you count together.]

We have 10 blocks. Try to find the number card that means this many.

RECAP: We counted some blocks together, and then you found the numbers that tell us how many. It is fun to count with you!

DETERMINING EACH CHILD'S PERFORMANCE

Determine the child's understanding of written numerals. Record your designation for each child on the provided form. Options are as follows:

Got It Child correctly identifies the written numeral for each of the three quantities that are presented.

Getting It Child correctly identifies the written numeral for one or two of the quantities that are presented.

Not Yet Child not does correctly identify the written numeral for any of the quantities that are presented.

FOLLOW-UP LEARNING SUPPORTS FOR NUMBER NAMES**Reinforce**

The following activities are designed to support children who demonstrate knowledge of numeral names and their quantities (Assessment = Got It) and children who are developing an understanding of these skills (Assessment = Getting It). Some of the follow-up activities also may be appropriate for children who do not yet demonstrate knowledge of written numerals (Assessment = Not Yet) if support is provided.

- Draw children's attention to written numerals in the classroom and in books. Ask them to name the numeral and create a group of objects of that quantity.
- Encourage children to form a group of 1–10 objects. After they have made a group, encourage them to try to write the numeral name that represents the group.
- Encourage individual children or groups of 2–3 children to do a numeral scavenger hunt in the classroom. Encourage them to use their fingers to represent the numerals they find.
- Using number lists may reinforce children's knowledge of numerals. Encourage children to use the number list and make groups of objects that correspond with each of the numerals.
- Review the first activity from Week 16, Day 3. As children name a numeral, encourage them to trace it with their finger.
- The opening activity from Week 16, Day 5 is appropriate for reviewing numerals 1–8. The final activity from this day is also appropriate to help children connect written numerals to their quantities.
- *The Great Race* game (introduced on Week 17, Day 4) is an appropriate strategy for reviewing numeral names.
- The review activity using fingers from Week 17, Day 5 is suitable for large group review. The numeral card activity from the beginning of Week 16, Day 3 can also be offered as review. Numeral cards 1–10 may be used.

Reintroduce

The following activities are designed for children who do not yet demonstrate evidence of knowing written numerals (Assessment = Not Yet).

- Reintroduce large numeral cards. The opening activity from Week 13, Day 5 is appropriate to reintroduce numerals 1–4. After children can identify groups of 1–4, the Week 16, Day 5 opening activity using numeral cards is appropriate for numerals 1–8. Note that some children may need numerals to be reintroduced individually.
- Reintroduce children to the number chart to help them connect written numerals to their quantities. The number chart activity from Week 18, Day 2 is appropriate.
- Show children numerals and assist them in making groups that have the same number. Use Unifix® cubes and numeral cards (see Week 17, Day 2). If necessary, guide children’s fingers in counting the cubes. Remind them when to stop counting out cubes. Example: “Here is the number three. We need three cubes. Let’s count them together. How many cubes do we need? We need three, so we need to stop counting when we have a group of three.”
- Make a group of 1–5 objects. Give children two numeral cards and encourage them to choose the one that has the same numeral as the group. As children learn numerals 1–5, create groups of 1–10.

SAMPLE PORTFOLIO ENTRIES

Got It

Children in our classroom are learning to connect quantities to written numbers. This important skill helps children learn more advanced math concepts. I recently assessed Antonio’s understanding of written numbers. Antonio correctly identified the numbers 3, 7, and 10 without assistance. We are offering him learning opportunities to reinforce his knowledge of written numbers.

Getting It

Children in our classroom are learning to connect quantities to written numbers. This important skill helps children learn more advanced math concepts. We recently assessed Lydia’s understanding of written numbers. Lydia identified the number 3 when we counted three blocks together, but she struggled in identifying numbers 7 and 10. We are offering follow-up learning support to review these numbers and to reinforce her knowledge of numbers she has learned.

Not Yet

Children in our classroom are learning to connect quantities to written numbers. This important skill helps children learn more advanced math concepts. We recently assessed Patrick’s knowledge of written numbers. Patrick did not seem ready to identify the written numbers that we worked with (3, 7, and 10). I am offering follow-up opportunities to reintroduce Patrick to these numbers and will assess his progress after he has more time to learn them.

WEEK
22DAY
1

Counting Things



3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will determine the correct order of numerals 1–10 by identifying the number that is one more than a given number.



Key Concepts

Review: One more



Materials Needed

*Large numeral cards
1–10

*Number list

*Printables provided



Optional Reading

Over in the Meadow by
Olive A. Wadsworth

Be Prepared: Children place large numeral cards in order in this activity. Determine a location for children to put 10 cards in one line that will be visible to all children during the entire activity. If you opt for the floor, make sure no child's view of the line of numeral cards is obstructed and that it is easy for children to place their card in the line. Display a number list for children to use as a reference.

BEGIN: [Display several large numeral cards.]

Let's find out if we can put 10 different number cards in the right order.

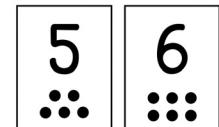
EXPLAIN: I am going to hand out number cards to 10 people. Each person will get a different number. We will put our numbers in order from 1–10. Then we will do this again with 10 other people so everyone gets a turn.

[Hand out one large numeral card to each of 10 children as they remain sitting. Ask each child to name the numeral.]

ACT: Let's start with the number five. If you have the number five, please place it (location name).

Now if you have the number that is one more than five, please place your card next to the number five.

Who has the number that is one more than five?



It's the number six! A number that is one more than another number is always the number after that number.

[Encourage children to look at the number list for help, if necessary.]

1	2	3	4	5	6	7	8	9	10
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- Who has the number one? Please place your card in our line of numbers.

[Encourage child to leave several spaces for cards that come after number one.]

- What number is one more than one?
- Who has number two? Please place your card after number one.

[Continue this process for the following numerals:]

- one more than numeral two
- one more than numeral six
- one more than numeral seven]

Counting Things *continued*

Let's count our numbers to see what we are missing. 1, 2, 3.... What number is one more than number three? It will be the number after number three.

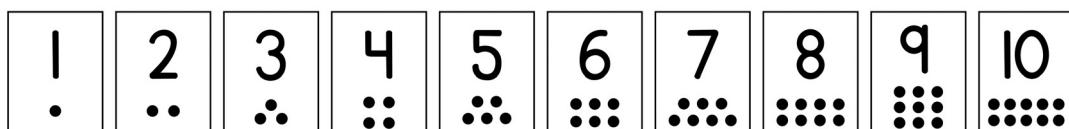
We need number four, please!

Let's try counting again. 1, 2, 3, 4, 5, 6, 7, 8.... What number is one more than eight?

It's number nine! Number nine is one more than eight. Number nine, please place your card after number eight. Let's count again. 1, 2, 3, 4, 5, 6, 7, 8, 9.... What is our last number? Our last number is one more than nine.

It's number 10! Does number 10 come after number nine? Yes it does! Number 10, please place your card after number nine.

Let's count our numbers one more time to be sure we have them all in the correct order. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10! We did a great job putting all of our numbers in the correct order!



[Repeat the activity with remaining children. If more than 10 children remain, form several pairs of children who work as a team in identifying and contributing their numeral.]

RECAP: Today we put our numbers in order by figuring out the number that was one more than another number.



Scaffolding Tips

Extra support ▀ To help children identify a number that is "one more," point to and say the numeral that is given, and remind children that the number they are looking for comes after the number you are pointing to. Another option is to point to the given numeral's placement in the number list.

Enrichment ▀ Ask children to identify the number that comes one before a number you specify.

123 Center Activity

Provide a set of *small numeral cards 1–10. Invite children to mix up the cards and then put them in order. Provide a *number list for children to use as a reference.

*Printables provided

WEEK
22

DAY
1

Counting Things *continued*

123

Mathematics



Family Child Care

Write a series of larger numerals greater than 10 on index cards, and then mix them up. Encourage school-age children to practice putting the larger numerals in order.

WEEK
22DAY
1

3-5 YEARS

Focusing & Remembering

Self-
Regulation

Large Group



Skill and Goal Executive function

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



Key Concepts Review: Pretend



Materials Needed

Craft sticks—1 per pair of children

Be Prepared: If time permits, offer the "Silly Faces Song" from Week 21, Day 2 as a second activity. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer the "Silly Faces Song" from Week 21, Day 2. The game for today may be less challenging when offered again at a later point.

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

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

[Stand face to face with another adult.]

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

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

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

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

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

WEEK
22

DAY
1

Focusing & Remembering *continued*



Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

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

WEEK
22

DAY
1

3-5 YEARS

Large Group



Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of the first stage of a butterfly's life cycle. Children will also understand that a butterfly changes from one thing to a completely different thing as it grows (metamorphosis).



Key Concepts

Review: Life cycle
Metamorphosis



Materials Needed

*5 pictures as shown
Science journals
Drawing tools
*Printables provided

BEGIN: We are learning a lot about how living things grow and change over time. Remember, we call this a life cycle.

Some animals start life inside their mother. Other types of animals start life in an egg.

- ASK:**
- What are some living things that start life inside their mothers? (people, dogs, cats)
 - What are some living things that start life inside an egg? (chicken, penguin, frog)

EXPLAIN: Many animals look like their parents when they are born. A dog is one of the animals that looks like its parent when it is born.

[Display photo of puppies and mother dog. Point to the puppies and the mother dog as you describe each.]

We looked at this picture of puppies and their mother several weeks ago. The puppies are smaller than their mother, but the puppies' other characteristics are like their mother's characteristics. Puppies have fur, a tail, and four legs, just like their mother.



Some animals do not look like their parent when they are born.

- ASK:** What animal did we learn about last week that does not look like its parent when it is born? (frog)

EXPLAIN: *[Display pictures of tadpoles and an adult frog. Point to tadpoles and the adult frog as you describe each.]*

Remember, a frog begins its life inside an egg. But a frog does not hatch from the egg.



- ASK:** What hatches from a frog egg? (a tadpole)

EXPLAIN: A tadpole looks very different from an adult frog. It goes through a metamorphosis.

We know that metamorphosis means something changes from one thing to a completely different thing. Let's together say the word metamorphosis: met-a-mor-pho-sis.



Science

Exploring Life Cycles *continued*



This week we are going to learn about the life cycle of another animal that goes through a metamorphosis.

[Display picture of a butterfly.]

ACT: Raise your hand if you've ever seen a butterfly!

- ASK:**
- What do you remember about the butterfly you saw?
 - What are some of the characteristics of the butterfly in this picture?
 - A butterfly is an insect. What do you remember about insects? (six legs, use antennae to help them smell and feel things, some have a stinger to protect themselves against things that may hurt them)



Pamsai/flickr/CC BY-SA 2.0

EXPLAIN: [Display picture of butterfly eggs alongside picture of butterfly.]



The life of a butterfly begins in an egg. Here is a picture of butterfly eggs. The eggs are laid on a leaf by an adult butterfly.

A baby butterfly does not hatch from a butterfly egg. Something else comes out of the butterfly egg.

Today we are going to think about what might hatch from a butterfly egg. We will draw a picture of what we think comes out of a butterfly egg in our science journals. Tomorrow we will find out what hatches from a butterfly egg. Remember, a baby butterfly does not hatch from a butterfly egg.

ACT: [Pass out science journals and drawing tools. Encourage children to draw what they think may hatch from a butterfly egg.]

As children draw, ask them to describe their picture. (shape, color, etc.) Label the picture with the characteristics the children mention. Put "What Hatches Guess" at top of drawing.]

RECAP: Today we learned that a butterfly goes through a metamorphosis. We know that frogs also go through a metamorphosis. A butterfly begins its life in an egg. But a baby butterfly does not hatch from the egg. We drew pictures in our science journals about what may hatch from a butterfly egg.

WEEK
22

DAY
1

Exploring Life Cycles *continued*



Scaffolding Tips

Extra support □ If a child announces that a caterpillar hatches from a butterfly egg, encourage the child to draw this idea in his/her science journal. Refrain from saying "you are right." All children need an opportunity to think about and draw their ideas.

Enrichment □ Explain that butterflies have a short life span (one week to nine months). Some types (species) of butterflies live longer than others. The butterfly's size and the area where it lives also influence the length of a butterfly's life.

Center Activity

Provide insect headbands (Week 10) and butterfly wings. The wings can be made from poster board or a scarf and attached with clothespins. Encourage children to pretend to be butterflies.



Family Child Care

Visit a park or area that has flowers. Invite children to look for butterflies.

WEEK
22

DAY
2

3-5 YEARS

Understanding Letters



**Language/
Literacy**

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of familiar words. Children also will identify and name the letter F.



Key Concepts

Review: Frog



Materials Needed

*Picture cards (see Be Prepared)

Chart paper

Marker

*Letter F card

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Use the following picture cards for today's activity:

B—bell, box, bat

E—elephants, egg, elbow

S—sun, sock, sand

O—ostrich, owl, olive

R—rain, rug, ring

BEGIN: We are learning about the beginning sounds in words. We are going to play a sound game today. We will play the game we played last week but with different sounds.

EXPLAIN: [Spread out the 15 picture cards on the floor or a table (see Be Prepared).]

I am going to say a letter sound to each of you, one at a time. When I say a letter sound, please try to find a picture that begins with the same letter sound. Let me remind you how to play.

ACT: I am going to look for a picture that begins with the /r/ sound. Let me say the sound again: /r-r-r/. Now let's say the sound together: /r-r-r/.

- [Pick up a picture that does not begin with the /r/ sound and say the name of the picture as you clearly enunciate the beginning sound. Example: "This is a picture of a bat. I hear a /b/, /b/, /b/ sound at the beginning of bat. Bat does not begin with an /r/ sound."]
- Repeat the explanation with one more picture that does not begin with the /r/ sound.
- Then choose a picture that does begin with the /r/ sound. Example: "This is a rug. I hear an /r-r-r/ sound at the beginning of rug!"]

Now we will each have a turn to look for a picture.

[Ask each child, one at a time, to find a picture card that begins with a sound you say aloud. Be sure to clearly enunciate one of the five letter sounds (/b/, /e/, /s/, /o/, /r/). Continue until all children have had a turn.

If time permits, engage children in the game described below. Otherwise skip to the activity segment on the letter F.]

EXPLAIN: Now we will play another game. Each of us will get a picture that we will place face down on the table. We will work in pairs and take turns turning over the pictures and figuring out if both pictures begin with the same letter sound. Let's try one together.

ACT: [Place two picture cards with different beginning letter sounds face down in front of you.]

Understanding Letters *continued*



When I turn these pictures over, we will figure out if they both begin with the same letter sound.

[Turn both picture cards face up and say the name of each picture as you clearly enunciate the beginning sound of each word.]

- ASK:** • Do these pictures begin with the same sound? How do we know?
• What sound does each picture begin with?

ACT: Now let's take turns turning over our own pictures.

[Give each child a picture card, making sure that some picture cards have letter sounds that are the same. Invite pairs of children to turn over their picture cards. Encourage each child in the pair to say the name of his/her picture card, and then together determine if the picture cards begin with the same sound or different letter sounds. Then ask children to name the letter sound(s) the picture cards begin with. Continue as time allows.]

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

[Display letter F card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase F.

We can also write the letter F like this.

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

This is a lowercase f.

The word "frog" begins with the letter f. Last week we learned about the life cycle of a frog. We know that a frog begins its life in an egg and grows and changes into an adult frog.

I will write this word on our chart. I am going to write the word "frog" with a lowercase (small letter) f.

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

Let's all say the word "frog."

[Invite a volunteer child to point to the letter f in the word "frog."]

F f

WEEK
22

DAY
2

Understanding Letters *continued*



Let's look at the very first letter of our name. Pop up if you have the letter F at the beginning of your name. Remember, names begin with an uppercase (big) letter.

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

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

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

RECAP: Today we played a game with pictures. We found a picture that began with the same beginning letter sound as a sound I said.

We also learned about the letter F. What is a word that begins with the letter f? (frog)



Scaffolding Tips

Extra support ■ If children are unsure if their pictures begin with the same letter sound, say the names of the items in the pictures as you enunciate clearly the beginning sound. ■ Narrow children's choices by providing 2–3 pictures and saying the name of each of the 2–3 pictures as you enunciate the beginning sound.

Enrichment ■ In the opening segment of the activity plan, encourage children to think of and say other words that begin (and do not begin) with the /r/ sound. ■ In the optional segment where children compare two picture cards, children have cards that do not begin with the same letter sound. Ask them to think of an item that begins with the same letter sound as each pictured item.



Center Activity

Provide *picture cards used in today's activity. Encourage children to sort the cards by initial sound.

*Printables provided

WEEK
22

DAY
2

Understanding Letters *continued*



Family Child Care

Discuss family member names with children. Ask children what sound they hear at the beginning of family member names. Do any of the names begin with the same letter sound?

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

Counting Things

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will draw two sets of flying animals, with one set representing one more animal than the other set.



Key Concepts

Review: One more



Materials Needed

- *3 pictures as shown
- Prepared paper—1 per child (see Be Prepared)
- Drawing tools
- *Printables provided

Be Prepared: In the upper right corner of each sheet of paper, write one numeral between 1–9. Use a range of numerals to accommodate differences in children's knowledge of numeral names and the quantities they represent. Prepare one sheet of paper with a large numeral three in the upper right corner for your demonstration. Distribute the pieces of paper to individual children according to your understanding of their numeral knowledge. Examples: Give a smaller numeral to children who are familiar with smaller but not larger numerals. Give a larger numeral to children who are familiar with larger numerals.

BEGIN: Today we will draw and count animals that can fly. What animals are shown in these pictures?

[Display the three pictures, one at a time.
Repeat children's correct responses: bird, bee, butterfly.]



EXPLAIN: [Display a prepared piece of paper, with the large numeral three in the upper right corner, as you describe the paper and actions below.]

Each of us will get a piece of paper to draw on. We can draw two different types of flying animals. You choose the animals you want to draw. The choices are birds, bees, or butterflies.



There is a number at the top of our paper. The number tells how many of our first animal we are to draw.



- ASK:**
- What is the number on the paper I am holding? (three)
 - One of the animals I want to draw is butterflies. How many butterflies will I draw? (three)

EXPLAIN: Remember, we draw two different animals that fly. For our second animal, we draw one more than our first animal.

I will draw three butterflies for my first animal. I want to draw a bee for my second animal.

- ASK:** How many bees will I draw? (four)

EXPLAIN: Four is one more than three. I will draw three butterflies and four bees. My paper will have one more bee than butterflies.

Counting Things *continued*

ACT: [Give each child a piece of paper with a numeral you anticipate will be appropriately challenging. Encourage children to draw what they think the animal looks like. The activity is not intended to promote copying the displayed pictures.]

Encourage children to count the number of drawings of their first animal before beginning to draw the second animal.

Children may wish to draw their first animal on the top half of their page and the second animal on the bottom half of their page.]

RECAP: Each of us drew two different animals that fly. We looked at the number on our paper to know how many of our first animal to draw. How did we know how many of our second animal to draw? (one more than the first animal)



Scaffolding Tips

Extra support □ If drawing an animal is too challenging, children can use an X mark for drawing the first animal and a straight line for drawing the second animal. □ If children seem uncertain about drawing the correct number of animals, encourage them to make small dots in separate sections of their page to represent each animal (one section for the first animal, one section for the second animal).

Enrichment □ Ask children to say the beginning sound of the three animal names. □ Invite children to tell the two animals they drew. Then ask, "Did you draw more (first animal) than (second animal)?" (no)

123 Center Activity

Supply colored pom-poms to represent animals that fly. Invite children to choose a *small numeral card from 1–10 and count out the same number of pom-poms using tweezers for fine motor practice.

*Printables provided



Family Child Care

Encourage children to show their families how they drew "one more" animal that flies.

Focusing & Remembering



Be Prepared: If time permits, offer *Mirror, Mirror* from Week 22, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Mirror, Mirror* from Week 22, Day 1. The game for today may be less challenging when offered again at a later point.

Large Group



Skill and Goal Executive function

Children will remember actions that correspond to specific sounds.



Key Concepts Review: Musical instrument



Materials Needed

3 musical instruments (shaker, bell, drum)
Rhythm stick, cymbals, triangle (see Enrichment tip)

BEGIN: Today we will play a game with music. This game is called *Musical Simon Says*. We will use three musical instruments to play this game. We know that a musical instrument makes music when it is played. We will use a shaker, bell, and drum. Let's listen to the sound of each instrument first.

[Play each instrument, one at a time, and describe its sound. Example: "A drum makes a 'boom, boom' sound."]

EXPLAIN: Each time I play one of the instruments, we are going to move our bodies in a certain way. When I stop playing an instrument, we will freeze and stop moving our bodies. Let's practice with the shaker first. Let's wiggle our hips when we hear the shaker.

ACT: *[Play the shaker for several seconds as children practice wiggling their hips.]*

Now let's shake our hands in the air when we hear the bell.

[Play the bell for several seconds as children practice shaking their hands in the air.]

Our last instrument is the drum. Let's stomp our feet when we hear the drum.

[Play the drum for several seconds as children practice stomping their feet.]



Great job moving parts of your body in different ways! Now when I play each instrument, we'll move our bodies the way we practiced.

What will we do when we hear the shaker? (wiggle our hips) What will we do when we hear the bell? (shake our hands in the air) What will we do when we hear the drum? (stomp our feet) Let's try it!

[Play each instrument for several seconds as children move their bodies in the intended ways. As children become more accustomed to the movement associated with the sound of each instrument, play each instrument for a shorter period of time.]

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Focusing & Remembering *continued*



RECAP: Today we played a game with music. What did we do when we heard the musical instruments during the *Musical Simon Says* game?



Scaffolding Tips

Extra support ■ Say each action as you play the instrument for children who need additional help with memory. Example: As you play the bell, say “shake your hands.”

Enrichment ■ Invite three children to take turns playing one of the instruments as the other children move their bodies. In addition, encourage children to freeze when you stop playing each instrument. ■ Try mixing up instrument sounds. Example: Play the drum first, then the shaker, then the shaker again, then the bell. ■ Invite children to try another rule change for *Musical Simon Says*: Invite children to wiggle their knees when a rhythm stick is played, clap their hands when cymbals are played, and tap their knees when a triangle is played. Encourage children to stop when each instrument is stopped.



Center Activity

Provide several different musical instruments and encourage children to continue playing *Musical Simon Says*.



Family Child Care

Invite children to tell family members about the *Musical Simon Says* game at pick up time. Encourage families to try it at home. Also, if you do not have musical instruments, use items from your home. Examples: hitting a kitchen pot with a wooden spoon, tapping a mug with a spoon, and hitting two pan lids together.

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

Exploring Life Cycles



Be Prepared: If time is limited, you may wish to stop reading the book just prior to the description of how human beings are different from a butterfly. Also, the "Did You Know" pages at the end of the book offer supplemental information (see Enrichment tip).

Large Group



Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a butterfly's life cycle.



Key Concepts

New: Caterpillar
Chrysalis

Review: Metamorphosis



Materials Needed

Are You a Butterfly? by Judy Allen and Tudor Humphries

*4 pictures as shown

*Printables provided



Optional Reading

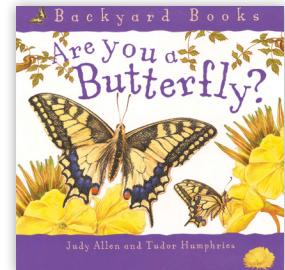
National Geographic Readers: Caterpillar to Butterfly by Laura Marsh

BEGIN: Yesterday each of us drew a picture of what might hatch from a butterfly egg. What do you think hatches from a butterfly egg?

EXPLAIN: Today we are going to learn what hatches from a butterfly egg! We will learn about the stages of a butterfly's life cycle by reading a book.

[Display book cover.]

Our book is called *Are You a Butterfly?* It was written by Judy Allen and Tudor Humphries.



ACT: [Pause as you read the book to describe illustrations (example: point to butterflies shown on an early page) and respond to children's comments or questions. Emphasize that the butterfly goes through many changes while it is growing.]

EXPLAIN: Let's look at some pictures of a butterfly's life cycle. We know that the life cycle begins with butterfly eggs.

[Display picture of butterfly eggs.]



- ASK:**
- What do we see in this picture? (many eggs on a leaf)
 - What hatches from the eggs? (caterpillars)
 - Did you guess that a caterpillar would hatch from a butterfly egg?

[Display picture of a caterpillar.]



EXPLAIN: A **caterpillar** is like a worm with many legs. A caterpillar is tiny when it hatches. It is so small, we can barely see it. Our book told us that a caterpillar is very hungry after it hatches. It eats a lot and gets bigger and bigger.

Vicki DeLoach/flickr.com/CC BY-NC-ND 2.0

ASK: What do caterpillars eat? (leaves from the plant that they hatched on)

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Exploring Life Cycles *continued*



EXPLAIN: The leaves also give the caterpillar the water it needs. Remember, all living things need water. The caterpillar goes through some amazing changes after it has grown to its full size. The caterpillar makes a chrysalis when it has grown to its full size. Let's together say the word chrysalis: chry-sal-is.

[Display picture of a chrysalis.]



Sid Mosdell/flickr.com/CC BY 2.0

The **chrysalis** is the hard outer part around the changing caterpillar. Our book described the many changes the caterpillar goes through inside the chrysalis.

[Display picture of a butterfly.]



Pamsal/flickr.com/CC BY-SA 2.0

When the butterfly hatches from the chrysalis, its wings need to dry before it is ready to fly. Now the butterfly is an adult.

ASK: What will the butterfly do to start the life cycle again? (lay eggs)

EXPLAIN: Butterflies do not look like their parents when they are born. We know that living things that do not look like their parents when they are born go through a metamorphosis.

RECAP: Today we learned about the life cycle of a butterfly. Some living things, like frogs and butterflies, look completely different from their parents when they are born!



Scaffolding Tips

Extra support ■ As you describe each stage of a butterfly's life cycle, display and discuss pertinent pictures in the book.

Enrichment ■ If children are interested in learning more about butterflies, read aloud and discuss the "Did You Know . . ." section at the end of the book.



Center Activity

Supply *butterfly life cycle sequencing cards. Encourage children to put the cards in the correct sequence.

*Printables provided

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2

Life Cycles *continued*



Family Child Care

There are many books available that describe the life cycle of a butterfly. Look for book options at your local library. If you have access to the Internet, invite children to watch a video of the life cycle of a butterfly.

This activity is informed by the following sources: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The scientific literacy project. Retrieved from: <http://www.purduescientificliteracyproject.org/>; Murphy, A. (2005) *The life of a butterfly*. Waterbury, CT: Abrams & Company Publishers, Inc.

Understanding Words

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 F.



Key Concepts

New: 4–6 words (see Be Prepared)

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



Materials Needed

*Letter F card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

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 F card.]

What is the name of this letter?

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

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



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

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

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

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Understanding Words continued



- Encourage children to connect the book information to their own experiences. Below are some examples:
 - "Our book today was about worms. Have you ever seen or touched a worm? What was it like?"
 - "Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"
 - "Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something.]

3-5 YEARS

Large/Small Group



Skill and Goal

Number knowledge

Children will count to a given number and then count one more.



Key Concepts

Review: One more



Materials Needed

Masking tape
10 index cards



Also Promotes

Self-Regulation

Be Prepared: Use masking tape to create a number line on the floor. Number the line from 1–10 with index cards taped to the floor. Create two number lines if you have a large group of children.

BEGIN: Today we will play a game called *Momma Frog Says!* (or *Papa Frog Says!*). You will be the baby frogs and I will be the Momma (or Papa) Frog! We will use the number line that is on our floor for this game.

EXPLAIN: I will invite each of you to hop a certain number of times on our number line on the floor. When I invite you to hop, you will hop on each number until you get to the number I've said. I will show you first.

[Demonstrate how to hop from numeral to numeral as you explain the game.]

If I say, "Momma Frog says hop two times," you will hop on number one and then hop on number two.

[Hop twice.]

ASK: What number am I on? (two)

EXPLAIN: Now I will say, "Momma Frog says hop one more time." Then you would hop one more time.

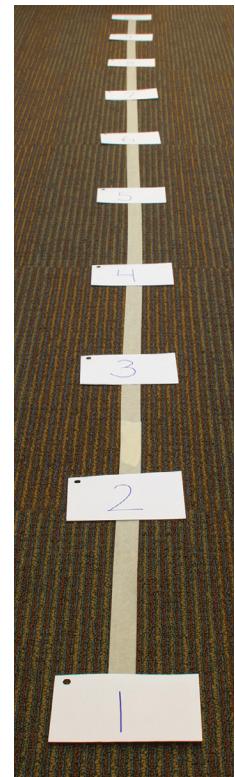
[Hop once.]

ASK: What number am I on now?

EXPLAIN: I am on number three! Three is one more than two.

ACT: [Invite children to take turns. Invite each child to hop a specific number of times and then hop "one more time." Then ask what numeral the child is on. Continue until all children have had a turn. If you have a large group, form two groups of children with two number lines on the floor. Alternate groups in taking a turn so children in one group can watch children in the other group add one more hop.]

RECAP: Today we played a game called *Momma Frog Says!* Each of us jumped the number of times that Momma Frog said and then jumped one more time. Let's pretend we are frogs again and jump in place 10 times as we count to 10!



Counting Things *continued*



Scaffolding Tips

Extra support ▀ If children need additional assistance with determining which numeral is one more, point to and say each numeral on a number line. ▀ Encourage children to hop the specified number only. Some children may be tempted to hop more times than they've been asked to hop or may find it challenging to wait for the "one more time" request. Encourage children to take a deep breath, relax their muscles, and listen carefully for how many times to hop.

Enrichment ▀ Invite children to hop two more times. Then ask which numeral is two more.

123 Center Activity

Supply watercolor paints and pieces of paper with a numeral from 1–10 at the top. Invite children to choose a paper and paint the number of frogs that is one more than the numeral at the top of the paper.



Family Child Care

At pickup time, encourage children to demonstrate how old they are by jumping on the number line and then showing/telling parents how old they will be in one more year by jumping one more time. Also, practice the concept of "one more" throughout the day. Example: When putting plates out for snack or lunch, ask children how many plates you would have if you put out one more plate.

Understanding Feelings



Large Group



Skill and Goal Emotion knowledge

Children will understand what it means to feel lonely.



Key Concepts

New: Lonely

Review: Sad



Materials Needed

*Things That Make Us Feel Better poster (Week 11, Day 3)



Also Promotes Self-Regulation

*Printables provided

BEGIN: Today we are going to talk about an emotion that is a lot like feeling sad. What might our face look like when we feel sad? (we may cry, we may have a frown on our face)

We can feel sad for many reasons. Sometimes we feel sad because we are lonely. When we feel **lonely**, we are sad because we feel like we are all by ourselves, or alone.

EXPLAIN: It's okay to feel lonely. We might feel lonely because we have no one to play with. We might feel lonely because a family member has gone away for a while. We might feel lonely when we move to a new place where we do not know anyone. I felt lonely when _____.

ASK: Have you ever felt lonely? What happened?

EXPLAIN: It is good for us to talk to an adult when we are feeling lonely. We can also do some of the things that make us feel better when we are sad. Remember, we have a poster with pictures of things to do to help us feel better. Let's look at our poster.

ACT: [Display *Things That Make Us Feel Better* poster.]

Look at all of the things our friendly fox is doing to feel better.

[Point to and ask questions for each picture you think would be of special interest to children in your classroom:]

- What is the fox doing in this picture?
- How might this activity help us feel better when we feel lonely?
- Have you ever done what the fox is doing in the picture to help you feel better when you were lonely? Tell us about it.

Things That Make Us Feel Better

Move Our Body



Do Quiet Things



Be With Others



elm

Adapted with permission from Turn-Back OverCoring Under Stress (TBOS) Program, School Institute for Neuroscience and Human Behavior, University of California, Los Angeles.

RECAP: Today we learned about feeling lonely. Each of us can feel lonely sometimes. There are many reasons we might feel lonely. The friendly fox on our poster showed us some things we can do to help us feel better when we feel lonely. We also might feel better if we talked with an adult about feeling lonely.

Understanding Feelings *continued*



Scaffolding Tips

Extra support □ If children have difficulty expressing how an activity might make them feel better when they are lonely, give hints. Example: "How might riding your bike help you feel better if you feel lonely and have no one to play with?"

Enrichment □ Invite children to suggest other activities to do when they feel lonely.



Center Activity

Provide *Things That Make Us Feel Better cards and poster. Invite children to arrange cards into the three categories listed on the poster while using the poster as a reference.

*Printables provided



Family Child Care

If a child(ren) in your care is feeling lonely because a family member is away, you may wish to read age-appropriate books related to this situation. Examples: *Night Catch* by Brenda Ehrmantraut and *When I Miss You* by Cornelia Maude Spelman.

The Things That Make Us Feel Better poster and cards were adapted with permission from: Families Overcoming Under Stress (FOCUS), University of California, Los Angeles Semel Institute for Neuroscience and Human Behavior, University of California, Los Angeles.

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Exploring Life Cycles



Science

3-5 YEARS**Large Group****Skill and Goal****Knowledge of life cycles**

Children will deepen their understanding of a butterfly's life cycle.

**Key Concepts**

New: Riddle

**Materials Needed**

*4 pictures as shown

Science journals

*Printables provided

**Optional Reading**

From Caterpillar to Butterfly by Deborah Heiligman

BEGIN: We are learning about the life cycle of a butterfly.

[Display four pictures of the butterfly life cycle. As you describe each stage with the following riddles, point to the pertinent picture.]



Vicki DeLoach/flickr.com/(CC BY-NC-ND 2.0)

Sid Mosdell/flickr.com/(CC BY 2.0)

Pamsal/flickr.com/(CC BY-SA 2.0)

EXPLAIN: We are going to use riddles to help us remember the stages of a butterfly's life cycle. A **riddle** is a fun way to ask a question. I will ask a question using a riddle, and we will try to figure out the answer to the riddle!

- ASK:**
- I am small and sit on a leaf until something inside of me hatches. What am I? (egg)
 - I hatch from a butterfly egg and crawl around eating leaves. What am I? (caterpillar)
 - I am a hard outer part. A caterpillar goes through many changes (a metamorphosis) inside me. What am I? (chrysalis)
 - I have hatched from the chrysalis and have wings and fly through the sky. What am I? (butterfly)

ACT: Let's act out the stages of a butterfly's life cycle!

- [In an area near a wall, invite children to crouch down and form a ball with their heads down and hands wrapped around their legs, pretending they are a butterfly egg.]
- Then invite children to "hatch from the egg" by raising their heads and slowly stretching out.
- Next encourage children to crawl slowly on the floor pretending to eat leaves as a caterpillar.
- Invite children to "crawl up the stem of the plant" (wall) with hands and elbows close to their bodies. Encourage children to pretend to build a chrysalis around themselves.
- Count to 14 as children hold very still, telling them that this is about how many days they will stay in their chrysalis.

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Exploring Life Cycles *continued*



- Now invite children to slowly lower their arms to their sides and shake them free into "wings."
- Invite children to fly like a butterfly!

If time permits:]

EXPLAIN: On Day 1 we thought about what hatches from a butterfly egg.



[Pass out science journals and help children to turn to the correct page.]

- ASK:**
- Who would like to tell us about what they drew?
 - Were you surprised to learn that a caterpillar hatches from a butterfly egg?

RECAP: Today we solved riddles about the life cycle of a butterfly and acted out the life cycle of a butterfly. We are learning a lot about the life cycle of a butterfly!



Scaffolding Tips

Extra support ▀ if children seem uncertain about the stage during the riddle segment or enactment of stages, point to and describe specific aspects as shown in provided pictures.

Enrichment ▀ Invite children to act out the life cycle of a butterfly with few or no prompts from you. Encourage them to explain what is happening as they act out each stage of the life cycle.



Center Activity

Provide play dough and sculpting tools. Invite children to create a butterfly or caterpillar. Encourage children to add details to their creations.



Family Child Care

Encourage school-age children to hold up pictures as younger children act out the life cycle of a chicken. Ask younger children to describe how the butterfly and chicken life cycles are different.

This activity is informed by the following sources: Mantzicopoulos, P., Patrick, H., & Samaratungavan, A. (n.d.). The scientific literacy project. Retrieved from: <http://www.purduescientificliteracyproject.org/>; Murphy, A. (2005) *The life of a butterfly*. Waterbury, CT: Abrams & Company Publishers, Inc.

Large Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of familiar words. Children also will understand the name and sound of the letter F.



Key Concepts

Review: Beginning sound



Materials Needed

- *Picture cards (see Be Prepared)
- *Letter cards B, C, P, M, and H
- Chart paper
- *Letter F card
- *4 letter F picture cards
- Chart from Day 2
- Children's letter journals
- Writing tools—1 per child
- List of children's first names for display to children
- *Printables provided

Understanding Letters

Be Prepared: Use the following picture cards for today's activity. If more cards are necessary, include cards used in Day 2:

B—bull, bed, bus, bug, bag, bib	P—pig, pool, pan, paint
M—mail, moon, map, magnet	C—cup, cut, calf, cub, cast
H—hip, hot, hill, hop, happy	

BEGIN: We are going to play another beginning sound game today. Let me show you.

ACT: [Place picture cards B, C, P, M, and H face up on a table. Keep one card for yourself and give each child a card (see Be Prepared).]

I have a picture of a bull. I know that bull begins with the /b/ sound. Bull.

What letter makes the /b/ sound?

The letter B makes the /b/ sound. I will place my picture of a bull on top of the letter B. Now it is your turn to try!

[Invite each child to say the name of the picture on his/her card, determine the letter that makes the initial sound, and place his/her picture on the letter pile that matches the beginning letter sound of his/her picture.]

EXPLAIN: Now let's play a funny name game.

We know that each of our names has a beginning sound. The name "Bill" begins with the /b/ sound.

A name can sound different without its beginning sound. If I took off the /b/ sound from the beginning of the name "Bill," we would have the word "ill." "ill" is what is left of the name Bill when we take off the /b/ sound.

Let's try another one. Let's try the name "Daniel." Let's take off the /d/ sound from the beginning of the name "Daniel."

ASK: If we took off the /d/ sound from the beginning of the name "Daniel," what funny word would we have left? (aniel)

EXPLAIN: We would have the word "aniel." This is a funny game!

Now let's try our own names. I am going to say one of your names without its beginning sound. Let's see if we can guess whose name I am saying. Raise your hand if you think I am saying your name without its beginning sound.

ACT: [Say each child's name, one at a time, without its beginning sound. Encourage each child to raise his/her hand if he/she believes you are



Language/
Literacy

Understanding Letters *continued*



saying his/her name. Encourage the child to say his/her name without the initial sound (repeat what you say). Remind children not to say whose name they think it is out loud so that each child will have a turn determining if you are saying his/her name. Continue until you've said each child's name.]

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

[Display letter F card.]

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



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

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

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

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

ASK: What is our word that begins with the letter F? (frog)

ACT: The letter F says /f/, just like at the beginning of the word "frog." /f/, /f/, frog. Let's say that together: /f/, /f/, frog.

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



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

Let's think of some other words that begin with the letter F and write them on our chart. Remember, the letter F says /f/, /f/.

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Understanding Letters *continued*



[Help children by suggesting other words that begin with f. Examples: flamingo, fly, feather, find.]

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

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

We use three lines to make an uppercase F. We begin by making a straight line up and then two short lines across.

[Give each child his/her letter journal.]

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

RECAP: Today we played a funny game where we listened for our name without its beginning sound. Did your name sound the same without its beginning sound?

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



Scaffolding Tips

Extra support ▀ If children have difficulty determining whether you are saying their name without its initial sound, elongate the initial sound first, pause, and then say the remainder of the name. Example: /S-S-S/... andy. ▀ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ▀ Ask children to remove the beginning sound from other words. Example: "What would be left if we took the /f/ sound away from the word 'fish'?" ▀ Some children may be interested in your demonstrating and describing how to make a lowercase f. Example: "A lowercase f is made with a line that curves and then goes straight down with a straight line across."



Center Activity

Provide children with *letter cards M, P, and H. Also provide a *picture of ice. Invite children to make new words by adding one of the three letters to the word "ice." Example: "Adding the letter M to 'ice' would make the word 'mice.'" You may also wish to add a second set of letters (S, F, and B) and *picture (ear) for children to try.

*Printables provided



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Understanding Letters *continued*



Family Child Care

Practice taking the initial sound away from foods at lunch or snack time and see if children can guess the food item. Example: "Would you like some 'orn'?" (corn) "Would you like some 'oup'?" (soup) Ask children to say the letter sound that is missing from the beginning of the word.

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

Counting Things

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will determine the size of a group that has one more.



Key Concepts

Review: One more



Materials Needed

Small counting items of the same color and size, such as circle counters, animal counters, or blocks—5–9 per child

*Number list (Extra Support tip)

*Printables provided



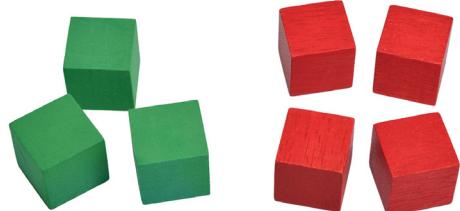
Optional Reading

The Button Box by
Margarette S. Reid

Be Prepared: Place a number list close to the activity for children to use as a reference, if needed.

BEGIN: We are learning more about how to find a number that comes after another number. Today we will work with some items we can count.

[Display two groups of counting items. One group should have three items of the same size and color, and the second group should have four items of the same size and color.]



EXPLAIN: Please look at these two groups. I have a group of three ____ and a group of four _____. Which group has one more? How do we know?

I am going to give each of you a group of items. Please count your items when I give them to you. Then each of us can talk about the items in our group.

[Give each child a small group of 5–9 counting items. Each child does not need the same number of items. Invite each child to:

- say how many items are in his/her group
- say how many items he/she would have if one more item was added to his/her group

[After all children have had an opportunity to talk about their group of items, collect the items. If time permits, repeat the process by giving each child a set of items different in number from the first round.]

RECAP: Today we counted items in a group. We figured out how many items we would have if we had one more item.

WEEK
22

DAY
4

Counting Things *continued*



Scaffolding Tips

Extra support ■ For children who need additional experience in determining “one more,” point to the numeral on the number list that represents the number of items in their group, give an additional item, and ask the child to point to the numeral on the number list that represents one more. Another option is to invite a child to place each of the items in his/her group on a numeral on the number line, beginning with numeral one. Count the items. Then ask how many items he/she would have if one more item was added.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Enrichment ■ Tell children a short story about buttons and ask how many buttons there would be if there was one more button. Example: “David had five buttons on his shirt. His mother sewed one more button on his shirt. How many buttons does David have on his shirt now?”

123 Center Activity

Supply the assortment of counting items used during today’s activity and several small cups. Invite children to line up the cups and fill each cup with a group of one more item than the group before it. Example: The first cup has one item, the second cup has two items, etc.



Family Child Care

Provide children a given number of food items at snack time and ask how many items they would have if they had one more.

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will understand the contributions of people who work and help others in their early childhood center.



Key Concepts

Review: Help



Materials Needed

None

Be Prepared: Today's activity involves visits from people who work in your center. If you were unable to secure visits with people who work in your center, discuss with children different jobs done by people in your center.

Looking Ahead: Try to secure one or several uniforms worn by helpers in your community for use in Week 24, Day 4 and Week 25, Days 4 and 5.. Also attempt to secure patches (or badges) worn on a uniform for use in Week 24, Day 5. A parent or worker at your center may be able to loan a job uniform and/or patches.

BEGIN: Today we will learn about some of the people who work and help others in our center. Remember, when we help, we do something that makes things easier or better for someone.

EXPLAIN: We are going to visit (or have them visit the classroom) (name, role) and (name, role). Let's think of some questions we can ask them about how they work and help others in our center.

ACT: [*If time permits prior to a visit, encourage children to think of questions they would like to ask. Examples:*

- "What do you do at our center?"
- "How do you help others in our center?"
- "What tools do you use in your work?"

[*Take children to visit others who work in your center or invite others who work in your center to visit your classroom to describe their work. Encourage children to ask questions.*]

RECAP: Today we talked with some people who work and help others in our center.



Scaffolding Tips

Extra support ■ As children think of questions about people who work and help others in your center, give hints if necessary.

Enrichment ■ Invite children to share something they do to help others at home. (clean up your room, feed a pet, set the table, etc.)



Center Activity

Provide paper and drawing tools. Invite children to draw a picture of one of the people who works and helps others in your center.



WEEK
22

DAY
4

Exploring Where We Live *continued*



Family Child Care

Invite school-age children to discuss with younger children people who work and help others at their school.

Small Group



Skill and Goal

Motor development

Children will engage in different combinations of physical movements.



Key Concepts

Review: March
Walk
Jump
Hop



Materials Needed

5 empty shoeboxes
Tape
*4 activity cards (see Enrichment tip)



Also Promotes

Self-Regulation

Be Prepared: This activity requires about 20 feet of space indoors or outdoors. Tape a line on the floor about 20 feet long. Evenly distribute the five shoeboxes along the line, with one shoebox at each end.



BEGIN: We are learning how to move our bodies. We know how to walk, march, jump, and hop.

[Briefly demonstrate—or invite volunteer children to demonstrate—each of the four movements described below. Emphasize the following:]

- jump: we land on both feet
- hop: we land on one foot
- march: we raise our knees high and swing our arms back and forth
- walk: we take normal steps; we do not run

EXPLAIN: Today we will play a game called *Moving Along the Line*. In our game we can jump, march, walk, and hop. That is four different ways we will move our bodies.

There is a lot to think about in our game. Please listen to how the game works:

- There is a line on the floor with small boxes.
- We will take turns starting at the beginning of the line.
- Listen carefully to the movement I say so you know how to move along the line.
- When you get to a box, I will say “hop” or “jump” so you know how to go over the box.
- After you go over a box, use the movement I say to follow the line until you get to the next box.

ACT: *[Invite a volunteer child or another adult to demonstrate how to move along the line. Use Combination one or two (see adjacent options) for demonstrator and then for children in the first round. Combination one is less challenging than Combination two.]*

Movement Combinations (from less to more challenging)

1. jump, walk, jump, walk, jump, walk, jump, walk, jump
2. hop, march, hop, march, hop, march, hop, march, hop
3. jump, walk, hop, walk, jump, walk, hop, walk, jump
4. jump, walk, hop, march, hop, walk, jump, march, hop

WEEK
22

DAY
4

Moving Our Bodies *continued*



Offer a second round with the same or a different combination (Combination one or Combination two).

Offer a third round with Combination three or Combination four. Combination three is less challenging than Combination four.

Repeat if time and child interest permit.]

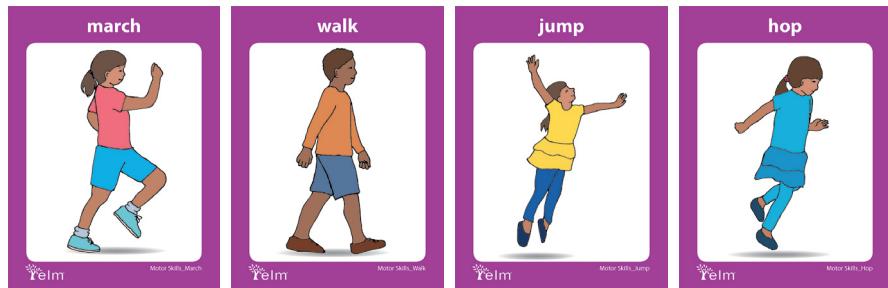
RECAP: Today we played a game called *Moving Along the Line*.

- What are the different ways we moved our bodies? (walk and/or march, hop and/or jump).
- Was it sometimes hard to keep your balance? When?

Scaffolding Tips

Extra support ■ Repetition of movement is beneficial to children. It is fine to repeat a combination rather than move to a more challenging combination. Select combinations (or make up your own combinations) based on children's abilities. ■ Encourage children to step over a box if jumping or hopping are too challenging. ■ Remind children to hold out arms to help keep their balance. ■ You may wish to review movements that are challenging for children, including hopping (Physical/Health Week 7), jumping (Physical/Health Week 21), and marching (Physical/Health Week 5).

Enrichment ■ Invite volunteer children to use the provided activity cards to create a combination of today's targeted movements, demonstrate the combination, and then lead other interested children in trying out the combination.



Center Activity

Place activity materials (preferably outside) so children can continue with the game. If possible, make the line longer and add one or more shoeboxes. Use provided *activity cards for children to select two movements (walk or march and jump or hop).

*Printables provided

WEEK
22

DAY
4

Moving Our Bodies *continued*



Family Child Care

Younger children may enjoy walking or marching down the line while stepping over the boxes. School-age children may wish to take turns saying movement combinations to preschool-age children.

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 F.



Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3



Materials Needed

*Letter F card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

Understanding Words



Language/Literacy

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 F card.]

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

Letter F says /f/, just like in the word "frog." /f/, /f/, frog. Let's together say /f/, /f/, frog.



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

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

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

WEEK
22

DAY
5

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

Large Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to find the numeral that is one more than a given numeral.



Key Concepts

Review: One more



Materials Needed

*Large numeral cards

1–10

*Number list (Extra Support tip)

*Printables provided



Optional Reading

Over in the Meadow by John Langstaff

BEGIN: This week we practiced finding the number that is one more than another number. We know that a number that is one more than another number is always the number after that number.

EXPLAIN: We practiced putting our large number cards in order from 1–10 by finding the number that was one more than another number. Let's look at our cards again.

[Display large numeral cards 1–10 in order.]

- ASK:**
- What number is one more than two? (three comes after two!)
 - What number is one more than seven?
 - Does eight come after seven? (yes!)

EXPLAIN: We also know how to figure out how many items we would have if we added one more item to things we count.

[Point to each numeral in the displayed numerals 1–10 as you say its name.]

- ASK:**
- If we had five items, how many items would we have if we had one more item?
 - Does six come after five?
 - If we had eight items, how many items would we have if we had one more item?
 - Does nine come after eight?

EXPLAIN: We also practiced finding one more by jumping like frogs!

ACT: Let's do some more jumping.

- What number is one more than two?
- Let's jump three times.
- What number is one more than five?
- Let's jump six times.

RECAP: We had fun this week learning more about finding the number that is one more. Let's pretend we are frogs and count to 10 like a frog. A frog says "ribbit!" When we count, it will go like this: one ribbit, two ribbit, three ribbit. . . .

[Lead children in counting to 10 like frogs.]

 Scaffolding Tips

Extra support □ Provide children with a number list to help find the numeral that is one more, if appropriate.

Enrichment □ Ask children to find the number that is two more than the number given. □ Ask children to find the number that is one less than the number given.

 123 Center Activity

Supply a big mouth frog! To make the frog, clean an empty Parmesan cheese container and glue two large black pom-poms to the top of the lid. Glue two googly eyes to the pom-poms. If you do not have access to a Parmesan cheese container, chip cans or baby wipe containers can also be used. Invite children to choose a *small numeral card from a basket and “feed” the frog the number of toy insects that is one more than the numeral chosen. Encourage children to take turns “feeding” the frog.



*Printables provided



Family Child Care

Take children outside to count small groups of items. As children find the items, ask how many there would be if there was one more. Example: If children count three trees, how many trees would there be if there was one more tree? Encourage school-age children to look for larger groups of items.

Exploring Where We Live

3-5 YEARS

Small Group



Skill and Goal

Knowledge of social and physical environments

Children will understand the work of community helpers.



Key Concepts

New: Community helpers Job



Materials Needed

*13 pictures as shown

Paper—1 per child

Drawing tools

*Printables provided

Be Prepared: If you use some of the 13 pictures provided for today's session, select a small set of pictures of helpers who would be of most interest to children.

As an alternative to using pictures or as an additional session, arrange for one or several helpers in your community to visit the classroom to talk about their job. Encourage the helper to wear his/her job-related uniform, if possible.



BEGIN: Yesterday we learned about people who work and help others in our center. How does a (title of a helper) help others in our center?

EXPLAIN: Today we are going to learn about some people who work and help others in our community. People who work and help others in our community are called **community helpers**. There are many kinds of community helpers.

Community helpers work in different kinds of jobs. A **job** is something someone does to help a community or country be a healthy and safe place to live.

ASK: [Display pictures of community helpers, one at a time. Ask questions, such as the following, about each picture:]

- What job do you think this community helper does? How can you tell?
- How do you think this community helper helps people?



EXPLAIN: We are going to draw a picture of ourself doing a job as a community helper.

ASK: What type of job would you want to do?

ACT: [Provide each child with a piece of paper and drawing tools. As children draw, ask questions about the job they are drawing.]

WEEK
22

DAY
5

Exploring Where We Live *continued*



RECAP: Today we learned about the jobs of some different community helpers. We drew a picture of ourselves doing a job as a community helper.

[Display pictures in the room.]



mahalie stackpole



Scaffolding Tips

Extra support ■ If some children seem uncertain about what job to draw, show and briefly describe some of the pictures provided for today's activity that you did not include in the session. Ask children whether the job is something they think would be exciting to do. ■ Make the pictures you discussed today available during children's drawing time. Emphasize that the pictures are for thinking of job ideas, not for copying.

Enrichment ■ Invite children to describe how the person shown in their picture helps others.



Center Activity

Supply the housekeeping center with costumes or props of various community helpers. Examples: stethoscope, tools, goggles.



Family Child Care

Help children write a letter to a community helper in your community. Encourage children to think of questions they may have about the person's job. Send or deliver the letters and discuss responses when they are received.

Small Group



Skill and Goal

Motor development

Children will engage in different combinations of physical movements.



Key Concepts

Review: Jump
Hop
March
Gallop



Materials Needed

5 empty shoeboxes
Tape



Also Promotes

Self-Regulation

Be Prepared: Modify the Day 4 game (*Moving Along the Line*) by putting the tape in a curved line of 20 feet in length. Reflect on children's experiences yesterday to decide how wide a curve to make (more curve = more challenge). Evenly distribute the five shoeboxes along the line, with one shoebox at each end. In addition to using a curved line, today's version of the game includes galloping (instead of walking) for increased challenge. Omit galloping if you anticipate it will be too challenging for children to include in a combination of movements.

BEGIN: Yesterday we played a game called *Moving Along the Line*. We moved our bodies in different ways while going along a line on the floor. What are some of the ways we moved our bodies? (walked, marched, hopped, jumped)

EXPLAIN: Today our game will be a little harder. We will gallop instead of walk. Let's practice our movements before we play our game.

ACT: [Briefly demonstrate—or invite volunteer children to demonstrate—each of the four movements described below. Emphasize the following:]

- jump: we land on both feet
- hop: we land on one foot
- march: we raise our knees high and swing our arms back and forth
- gallop: we take a large step forward with one foot and leg and then bring our other foot and leg forward

EXPLAIN: Our line is in a curve. A curve is harder to follow than the straight line we used in yesterday's game. Please look closely at the curve. There are still boxes on our line.

[Invite a volunteer child to walk along the curved line, stepping over each box.]

ASK: • How might moving along a curved line be harder than moving along a straight line?
• How is galloping harder than walking?

EXPLAIN: We will take turns just like we did yesterday. I will say "hop" or "jump" when you get to a box so you know how to go over a box. I also will say what movement to use for moving along the line.

ACT: [Invite a volunteer child to demonstrate how to move along the line if it appears children would benefit from a review. Use Combination one or two (see below options) for the demonstrator and then for children in the first round. Combination one is less challenging than Combination two.]

Offer a second round with the same or a different combination (Combination one or Combination two).



Moving Our Bodies *continued*



Offer a third round with Combination three or Combination four. Combination three is less challenging than Combination four.

Repeat if time and child interest permit.]

RECAP: Today we played the *Moving Along the Line* game a different way. We moved on a curved line instead of a straight line. We marched, galloped, jumped, and hopped. What was the hardest part of our game? What made it hard?

Movement Combinations

(from less to more challenging)

1. jump, gallop, jump, gallop, jump, gallop, jump, gallop, jump
2. hop, march, hop, march, hop, march, hop, march, hop
3. jump, gallop, hop, gallop, jump, gallop, hop, gallop, jump
4. jump, gallop, hop, march, hop, gallop, jump, march, hop



Scaffolding Tips

Extra support ■ Remind children to pay attention to the curve in the line and to their balance.

Encourage children to hold out their arms if they need more balance. ■ Encourage children to step over a box if jumping or hopping are too challenging. ■ You may wish to review galloping (Physical/Health Week 6).

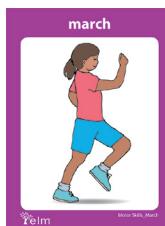
Enrichment ■ Invite volunteer children to create a combination of today's targeted movements, demonstrate the combination, and then lead other interested children in trying out the combination.



Center Activity

If possible, place activity materials outside so that children can continue with the game. Provide chalk for children to create their own line and develop their own path for the game. Provide other safe items, such as very low traffic cones instead of boxes, for the line. Use provided *activity cards for children to select two movements (gallop or march and jump or hop).

*Printables provided



WEEK
22

DAY
5

Moving Our Bodies *continued*



Family Child Care

Younger children may enjoy walking or marching around the curve while stepping over the boxes. School-age children may wish to take turns saying movement combinations to preschool-age children.