



## Language/ Literacy

### Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Review how to identify, name, and say the sound of the letters M, T, R, F, and W (Days 1–5)

123

## Mathematics

### Measuring Things

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



## Self- Regulation

### Paying Attention

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



## Social- Emotional

### Understanding Feelings

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



## Social Studies

### Exploring Where We Live

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



## Science

### Exploring Habitats

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



## Physical/ Health

### Staying Healthy and Safe

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

# Understanding Words



Language/  
Literacy

3–5 YEARS

Large Group



## Skill and Goal

### Oral language

#### Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also say the sounds of letters M and T.



## Key Concepts

**New:** 1–2 words  
(see Be Prepared)

**Review:** Sentence



## Materials Needed

\*Letter M card

\*Letter T card

Book of your choice for this week's repeated reading

Chart paper

Marker

\*Printables provided

**Be Prepared:** Be Prepared: Brief sentences are used in Days 1, 3, and 5 as opportunities for children to identify letters, especially lowercase letters. The sentences suggested in each plan focus on recent content in Self-Regulation, Social-Emotional, or Social Studies. You may wish to prepare a different set of sentences related to some aspect of your classroom's current activities. If you prepare your own sentence, be sure to include the set of letters being reviewed this week in words that use the letter sound introduced in the curriculum, including short vowel sounds. There are opportunities later in the curriculum to introduce other sounds of letters, including long vowel sounds.

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

**BEGIN:** Let's practice finding letters we know by looking for them in a sentence. Remember, a sentence is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

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

**Community helpers use many kinds of tools.]**

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

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

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

What sound does the letter M make?

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

[Repeat the above procedure with the letter t.]

**EXPLAIN:** Now let's read a book!

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

- Display book cover and encourage children to discuss what the book might be about.

M m

T t

# Understanding Words *continued*



- *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?]*

## 3–5 YEARS

## Large Group



## Skill and Goal

## Measurement knowledge

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



## Key Concepts

**Review:** Length  
Height  
Weight  
Balance Scale  
Prediction



## Materials Needed

Balance scale  
2 toys

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

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

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

*[Display a balance scale.]*

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

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

**ASK:** • How do we use a balance scale?

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

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

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

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

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

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

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

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

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



### Scaffolding Tips

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

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

### 123 Center Activity

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



### Family Child Care

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

## 3–5 YEARS

## Small Group



## Skill and Goal

**Concentrate**

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



## Key Concepts

**Review:** Concentrate



## Materials Needed

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



## Also Promotes

Science

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

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

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

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

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

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

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

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

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





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



### Scaffolding Tips

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

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



### Center Activity

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



### Family Child Care

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

## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of habitats

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



## Key Concepts

**New:** Habitat  
Shark  
Lily pad  
Kelp  
Cattails



## Materials Needed

\*6 pictures as shown

\*Printables provided

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

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

There are many different kinds of habitats.

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

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

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

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



Elias Levy/flickr/(CC BY 2.0)



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



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



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

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

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



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

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



### Scaffolding Tips

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

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



### Center Activity

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



### Family Child Care

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

# Understanding Letters



Language/  
Literacy

## 3–5 YEARS

### Small Group



#### Skill and Goal

##### Letter knowledge

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



#### Key Concepts

**Review:** Letter



#### Materials Needed

- \*Letter mats (M, T, R, F, W)—1 per child
- \*Letter M card
- \*Letter T card
- \*Letter R card
- \*Letter F card
- \*Letter W card
- \*Printables provided

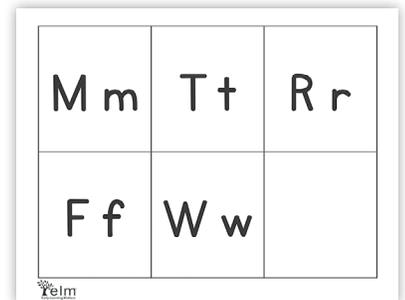
**BEGIN:** We are learning about letters. We know that a letter is a special mark used to make words. In the past few weeks we have learned about letters M, T, R, F, and W.

[Display letter cards M, T, R, F, and W. Point to and name each uppercase and lowercase letter. Example: “Remember, this is an uppercase M and this is a lowercase m.” After you name a letter, invite children to pop up if the letter is in their name.]

**EXPLAIN:** Today we will use a letter mat to help us remember the letters we are learning.

[Display letter mat.]

Our letter mat contains the uppercase and lowercase letters we have learned so far. We will each use our own letter mat for this activity.



**ACT:** [Pass out a letter mat to each child.]

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

[Hold up letter card M.]

Let’s find this letter on our letter mat.

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

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

Now let’s find another letter!

[Hold up remaining letter cards, one at a time. Invite children to first point to the matching letter on their letter mat. Then ask children to repeat the letter name and the letter sound.]

M m

T t

R r

F f

W w



**RECAP:** Today we learned more about letters M, T, R, F, and W. We used our letter mats to find the letter that matched our letter card. Then we said the name and sound of the letter.



### Scaffolding Tips

**Extra support** ■ When you introduce the letter mat, point to and name each letter in the order letters appear on the mat. ■ If children need assistance finding the matching letter on their letter mat, describe the letter as you point to the letter card. Example: "We are looking for a letter with one straight line and one curved line. Let's find a letter with a straight line and a curved line like this one."

**Enrichment** ■ Encourage children to make each uppercase letter in the air with their finger.



### Center Activity

Provide uppercase letter cookie cutters M, T, R, F, and W and play dough. Encourage children to use the cookie cutters and play dough to create uppercase letters.



### Family Child Care

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

\*Printables provided

## 3-5 YEARS

## Small Group



## Skill and Goal

## Measurement knowledge

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



## Key Concepts

**Review:** Weight



## Materials Needed

Balance scale  
Pencil  
Marker  
Heavy book  
Coffee cup



## Optional Reading

*Balancing Act* by Ellen Stoll Walsh

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

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

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

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

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

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



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

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

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

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

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

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



### Scaffolding Tips

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

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

### 123 Center Activity

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



### Family Child Care

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

WEEK  
26

DAY  
2

# Understanding Feelings



3–5 YEARS

Large Group



## Skill and Goal

### Emotion knowledge

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



## Key Concepts

**Review:** Emotion



## Materials Needed

*On Monday When It Rained* by Cheryl Kachenmeister

\*Our Feelings poster (see Extra Support tip)



## Also Promotes

Language/Literacy

\*Printables provided

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

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

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

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

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

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

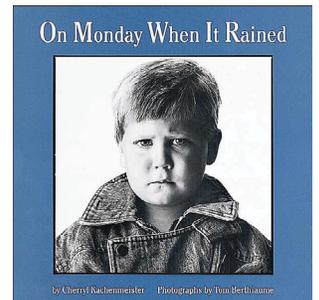
- How might you feel if this happened to you?

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

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

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

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



WEEK

26

DAY

2

# Understanding Feelings *continued*



## Scaffolding Tips

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

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



## Center Activity

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



## Family Child Care

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

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

## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of habitats

Children will understand how fish live in a water habitat.



## Key Concepts

**New:** Fin

**Review:** Habitat  
Kelp  
Senses



## Materials Needed

\*2 pictures as shown

\*Printables provided



## Optional Reading

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



# Exploring Habitats *continued*



Science

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

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

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

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



## Scaffolding Tips

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

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



## Center Activity

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



## Family Child Care

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

WEEK  
26

DAY  
3

# 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 say the sound of letter F.



## Key Concepts

**New:** 4–6 words  
(see Be Prepared)

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



## Materials Needed

- \*Letter F card
- Chart paper
- Marker
- Book of your choice for this week's repeated reading
- Words We Understand chart from Day 1

\*Printables provided

**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:** We are going to practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

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

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

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

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

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

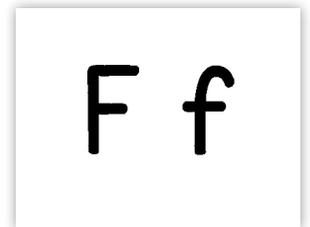
What sound does the letter F make?

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

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

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

- Display book cover and say book title. Engage children in describing what they remember about the book:
  - What is our book about?
  - Who were the main characters in our book?
  - What happened first? What happened next?
- Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.



# Understanding Words *continued*



- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."]*

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

## 3–5 YEARS

## Large Group



## Skill and Goal

## Measurement knowledge

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



## Key Concepts

**New:** Scale  
Dial  
Pound  
Ounce



## Materials Needed

Kitchen scale with dial  
Container of 5–7 apples



## Optional Reading

*Who Sank the Boat?* by  
Pamela Allen

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our container of apples weighs exactly \_\_\_\_\_ pounds and \_\_\_\_\_ ounces.

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

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

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

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



### Scaffolding Tips

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

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

### 123 Center Activity

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



### Family Child Care

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

# Understanding Feelings



## 3–5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

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



#### Key Concepts

**Review:** Emotion



#### Materials Needed

*On Monday When It Rained* by Cheryl Kachenmeister

\*Our Feelings poster (see Extra Support tip)

\*Printables provided

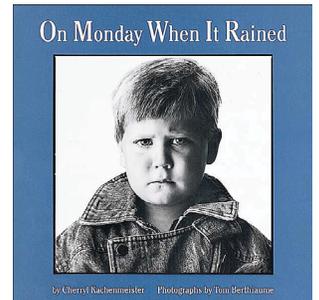
**BEGIN:** [Display cover of book read on Day 2.]

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

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

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

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



**Feelings Song**

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

If you're  \_\_\_\_\_ and you know it, show us now.

If you're  \_\_\_\_\_ and you know it, show us now.

If you're  \_\_\_\_\_ and you know it then your face will surely show it.

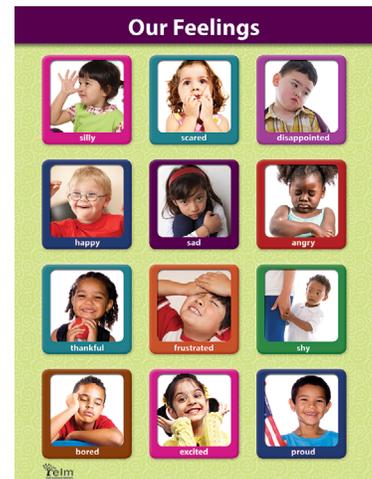
If you're  \_\_\_\_\_ and you know it, show us now.

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


 Scaffolding Tips

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

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



 Center Activity

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



 Family Child Care

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

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

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



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of habitats

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



## Key Concepts

**New:** Shell



## Materials Needed

\*4 pictures as shown

Various shells

\*Printables provided

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

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

**ASK:** *[Display a shell.]*

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

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

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

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

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

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



Fred von Lohmann/flickr/(CC BY 2.0)

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

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



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



Rachael Norris and Marina Freudzon/Wikimedia/Public Domain

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

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

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

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



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

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

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

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



### Scaffolding Tips

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

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



### Center Activity

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



### Family Child Care

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

WEEK  
26

DAY  
4

# Understanding Letters



Language/  
Literacy

3–5 YEARS

## Large Group



### Skill and Goal

#### Letter knowledge

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



### Key Concepts

**Review:** Letter



### Materials Needed

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

1 inch letter manipulatives—cardstock, foam, or magnetic (see Be Prepared)

Small cups—1 per child (see Be Prepared)

\*Printables provided

**Be Prepared:** If possible, please use a small group for today's activity so there is sufficient time for use of letter manipulatives. Place a set of letter manipulatives that contains letters M, T, R, F, and W in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

**BEGIN:** On Day 2 we matched letters on letter cards to letters on our letter mats. Today we are going to match letters again.

What is a letter? (a special mark used to make words)

**EXPLAIN:** [Display letter manipulatives.]

Each of us will use uppercase letters M, T, R, F, and W and a letter mat to do our activity.

[Pass out a letter mat and cup of letter manipulatives to each child.]

I will say the name of the first letter on our letter mat and then we will say the letter name together. Next I will say the sound the letter makes, and we will say the sound together. Finally, we will find the letter from our cup that matches the letter on our letter mat and place the letter on top of the letter on our letter mat.

Let's look at the first letter on our letter mat.

**ACT:** [Point to the letter M on the letter mat.]

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

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

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

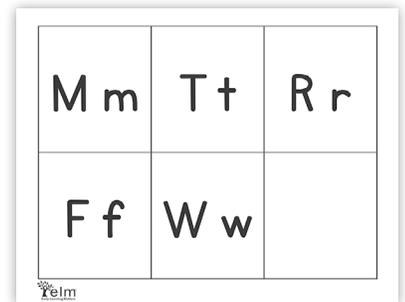
[Help children find the letter M manipulative, if necessary.]

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

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

Let's try another letter!

[Point to letter T on the letter mat. Say its name and ask children to together repeat its name. Next say its sound, a word that begins with the same sound, and then ask children to together repeat its sound. Finally, encourage children to find the letter T manipulative and place it on the



# Understanding Letters *continued*



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

**RECAP:** Today we learned more about letters M, T, R, F, and W. We matched letters from our cup to the same letter on our letter mat. We also said each letter name and sound.



## Scaffolding Tips

**Extra support** ■ If some children need assistance in finding the correct letter manipulative, describe the letter they are looking for. Example: “We are looking for letter T. It has a tall straight line down and one line that goes across.” ■ If children need additional assistance in finding the correct letter manipulative, remind them of a child’s name that begins with the same letter. Example: “Remember, Rolando begins with the letter R.”

**Enrichment** ■ If children are familiar with letter names and sounds, invite them to take turns leading other children in saying each letter name and sound. ■ Invite children to say another word that begins with the letter after the letter manipulative is placed on the mat.



## Center Activity

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



## Family Child Care

Review letters with \*letter picture cards and letter manipulatives. Provide letter picture cards that correspond to each letter on the letter mat. Example: Letter F picture cards include fish, flower, fan, and foot. Mix up letter picture cards and invite a child to choose one. Encourage the child to say the name of the letter picture card. Then say, “A \_\_\_ begins with the sound /\_\_\_/.” Invite the child to then find the letter manipulative that makes the same sound. Older children may enjoy making a list of other words that begin with the letters M, T, R, F, and W.

\*Printables provided

## 3–5 YEARS

## Small Group



## Skill and Goal

Measurement  
knowledge

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



## Key Concepts

**Review:** Scale  
Pound  
Ounce



## Materials Needed

Kitchen scale  
Container of 5–7 apples  
Classroom items weighed on Day 3

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

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

We have a container of apples.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ASK:** Which of our two items weighs more?

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



### Scaffolding Tips

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

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

### 123 Center Activity

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



### Family Child Care

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



## 3–5 YEARS

## Large Group



## Skill and Goal

## Knowledge of social environments

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



## Key Concepts

**Review:** Rule  
Germ



## Materials Needed

None



## Optional Reading

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

**BEGIN:** Today we are going to talk about rules for adults in our child development center. We know that a rule tells us how to behave. Rules at home or in our classroom keep us safe and help us to get along with each other. Adults follow rules just like we do.

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

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

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

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

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

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

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

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

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

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

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

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

WEEK

26

# Exploring Where We Live *continued*



DAY

4



## Scaffolding Tips

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

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



## Center Activity

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



## Family Child Care

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

WEEK  
26

DAY  
4

# Staying Healthy and Safe



3–5 YEARS

Large Group



## Skill and Goal

### Good health practices

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



## Key Concepts

Review: Safe



## Materials Needed

*How Do Dinosaurs Stay Safe?* by Jane Yolen



## Also Promotes

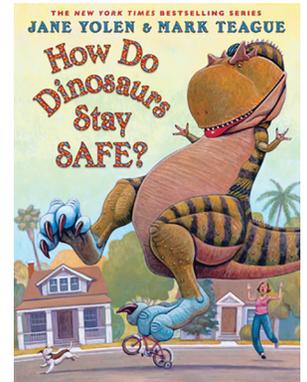
Language/Literacy

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

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

[Display book cover.]

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



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

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

- ASK:**
- What are some things each dinosaur did that were not safe?  
[Turn to the book illustration of each unsafe action identified by children. Repeat and expand on what children say, drawing attention to the illustration. Ask what might happen to the dinosaur in each situation. If not mentioned by children, include discussion of the following if time permits:
    - climbed up high (pp. 2–3)
    - jumped on the bed (pp. 4–5)
    - raced bike with no helmet on (pp. 6–7)
    - stood on chairs (pp. 8–9)
    - ran down the stairs (pp. 10–11)]
  - What things did each dinosaur do that were safe?  
[Again, turn to the book illustration of each safe practice identified by children. Repeat and expand upon what children say, drawing attention to the illustration. Ask why the action is safe. If not mentioned by children, include discussion of practices listed below that you think are especially important for children in your group to consider:
    - held hands while crossing the street and looked closely at the lights (pp. 14–15)
    - was careful with forks, knives, and spoons (pp. 16–17)



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

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



### Scaffolding Tips

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

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



### Center Activity

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



### Family Child Care

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

# 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 say the sounds of letters R and W.



## Key Concepts

**New:** 2-3 words (see Be Prepared)

**Review:** All words introduced on Days 1 and 3



## Materials Needed

\*Letter R card

\*Letter W card

Chart paper

Marker

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

\*Printables provided

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

**BEGIN:** We are going to again practice finding some letters we know by looking for them in a sentence. When we find the letters, we will also say the sound the letters make.

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

***We have some railroad tracks in our community.***]

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

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

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

What sound does the letter R make?

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

[Repeat the above procedure with the letter W.]

R r

W w

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

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

- Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:
  - What is our book about?
  - Who were the main characters in our book?
  - What happened first? What happened next?
- Point to and say the names of author and illustrator. Point to where to begin reading.

# Understanding Words *continued*



- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today’s session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children’s interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.]*

## 3–5 YEARS

## Large Group



## Skill and Goal

## Measurement knowledge

Children will strengthen their understanding of weight measurement.



## Key Concepts

## Review: Weight

Balance scale  
Scale  
Pound  
Ounce



## Materials Needed

Balance scale  
Doll  
Pencil  
Kitchen scale  
8–10 Large blocks



## Optional Reading

*Just a Little Bit* by Ann Tompert

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

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

*[Display a balance scale.]*

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

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

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

**ASK:** Which do you think will be heavier?

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

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

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

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

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

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

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

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

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

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

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



### Scaffolding Tips

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

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

### 123 Center Activity

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



### Family Child Care

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



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of social environments

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



## Key Concepts

**New:** Law



## Materials Needed

\*5 pictures as shown

\*Printables provided

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

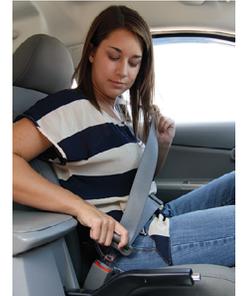
**EXPLAIN:** Some rules are called laws. A **law** is a rule made by people in charge of our community or country. Laws are made to keep people safe and to help us to treat people fairly.

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

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



jinglejammer/flickr/(CC BY-SA 2.0)



State Farm/flickr/(CC BY 2.0)

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

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

**EXPLAIN:** These laws help keep us safe.

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

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

- This car is stopped at a stop sign. What law do you think the driver of this car is following? (stop at stop signs) How does this law keep people safe? (keeps cars from crashing into each other, cars can take turns to go) It is also a law that cars drive slowly near a school or center in our community. What might happen if a car drove quickly near a school or our center?
- This person is throwing trash into a trash can. What law do you think this person is following? (use trash cans, do not litter) How does this law keep people safe? (keeps things clean so that people don't get sick)





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



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

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



### Scaffolding Tips

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

**Enrichment** ■ Ask children if they have ever followed the rules shown in the pictures displayed earlier. Examples: Child sitting in a car seat, throwing trash in a trash can. Encourage children to describe how they followed the rule. ■ You may wish to share with children ways laws help us treat people fairly. A long time ago people with dark skin could not go in the same places that people with light skin could go. Example: In some communities people with dark skin could not go into restaurants that people with light skin could go into. This was not fair. People in charge of our country made a law that all people could go to the same places. This law helped people treat others fairly. ■ As a supplement to today's activity, take children outside to watch for cars on the road. Discuss the laws drivers need to follow while driving. Example: Drivers always need to stop at a stop sign.



### Center Activity

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

WEEK

26

DAY

5

# Exploring Where We Live *continued*



Social  
Studies



## Family Child Care

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

WEEK

26

DAY

5

# Staying Healthy and Safe



3-5 YEARS

Large Group



### Skill and Goal

#### Good health practices

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



### Key Concepts

**Review:** Emergency Safe



### Materials Needed

None



### Also Promotes

Self-Regulation

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

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

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

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

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

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

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

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

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

## Scaffolding Tips

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

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

WEEK

26

DAY

5

# Staying Healthy and Safe *continued*



## Center Activity

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



## Family Child Care

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