



## Language/ Literacy

### Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Identifying the letters D, W, L, and N (Days 1, 3, 5)
- Practicing blending sounds (Day 2)
- How to make new words by taking away the beginning sound (Day 4)

123

## Mathematics

### Counting Things

- How to collect and organize information about our favorite shapes on a chart (Days 1, 5)
- How to sort beads by color and organize information on a chart (Days 2, 5)
- How to measure, organize, and present information on a chart about the length of three different strings (Days 3, 5) and our height (Days 4, 5)



## Self- Regulation

### Focusing & Remembering

- How to follow requests by watching and remembering
  - *Orange Circle, Purple Circle* game (Day 1)
- How to follow requests by listening, watching, and remembering
  - *The Freeze Game* (Day 2)



## Social- Emotional

### Understanding Feelings

- What we might say to children who seem upset about something (Day 3)
- What children might think or feel if different things were said to them (Day 3)



## Social Studies

### Exploring Where We Live

- How to use ballots and a ballot box to vote for a name for our teddy bear and for a toy to play with at center time (Days 4–5)



## Creative Expression

### Doing Drama

- How to pretend to be different people (Day 1)
- How to pretend to be an animal (Day 2)
- How to pretend to do different activities (Day 3)



## Physical/ Health

### Moving Our Bodies

- How our feet and legs move when we skip along a straight line (Day 4)
- Practicing skipping in a circle (Day 5)



## 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 of the letters D.



## Key Concepts

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



## Materials Needed

\*Letter D card

Book of your choice for this week's repeated reading

Chart paper

Marker

\*Printables provided

**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 the letter D card.]

- What is the name of this letter?
- Pop up if you have the letter D in your name!

D d

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

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

- Display book cover and encourage children to discuss what the book might be about.
- Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.
- Read title of book as you point to each word. Point to and say the names of the author and illustrator.
- Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.
- Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.
- 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?]



We will begin with the group that has the fewest children.

Which of our shape groups has the fewest children?

I will place the shape that is the favorite of the group with the fewest children at the bottom of the chart first.

*[Use sticky tack to affix the (shape with fewest children) to the bottom left side of the chart.]*

Now each person in the (shape with fewest children) group will place a dot above the shape on our chart.

*[Invite children in this group, one at a time, to place a dot above the shape on the chart. Dots are to be placed vertically on the chart. The first child should place his/her dot in the space directly above the shape. The second child should place his/her dot in the space directly above the first dot, etc. No space should have more than one dot.]*

There were \_\_\_ children in the group that picked the (shape) as a favorite shape. There should be \_\_\_ dots in a line above the (shape) on our chart. Let's count each dot in the line to make sure.

*[Lead children as they count together the number of dots while you or a volunteer child points to each dot.]*

Which of our shape groups has the most children?

I will place the shape that is the favorite of the group with the most children at the bottom of the chart.

*[Use sticky tack to affix the (shape with the most children) on the bottom right side of the chart.]*

Now each person in the (shape with the most children) group will place a dot above the (shape) on our chart.

*[Invite children in this group, one at a time, to place a dot above the shape on the chart. Follow procedures used with the first group.]*

There were \_\_\_ children in the group that picked the (shape) as a favorite shape. There should be \_\_\_ dots in a line above the (shape) on our chart. Let's count each dot in the line to make sure.

*[Lead children as they count together the number of dots while you or a volunteer child points to each dot.]*

We have one more shape group. This shape group has fewer children than the group that just placed their dots on the chart.

I will place the shape that is the favorite of the remaining group at the bottom of the chart.

*[Use sticky tack to affix the (favorite shape of the remaining group) at the bottom middle of the chart.]*

Now each person in this group will place a dot above the shape on our chart.

*[Invite children in this group, one at a time, to place a dot above the shape on the chart. Follow procedures used with the first group.]*

There were \_\_\_ children in the group that picked the (shape) as a favorite shape. There should be \_\_\_ dots in a line above the (shape) on our chart. Let's count each dot in the line to make sure.

*[Lead children as they count together the number of dots while you or a volunteer child points to each dot.]*

Now we have each placed a dot above our favorite shape on our chart. Let's talk about what our chart tells us.

- Which shape was the favorite of the most children?
- Which shape was the favorite of the fewest children?

**EXPLAIN:** Let's look carefully at our chart. Our chart begins with the shape that was the favorite of the fewest children.

*[Point to far left column.]*

Our chart ends with the shape that was the favorite of the most children.

*[Point to far right column.]*

Each line of dots gets taller and taller as we move across our chart.

*[If two or more lines are equal in height, emphasize that they are equal. The same number of children liked each of the shapes represented by the lines.]*

**RECAP:** Today we made a shape chart. We collected information about our favorite shapes, and then we used our chart to organize our information. What information did we learn by looking closely at our chart? (how many people chose each shape as their favorite, which shape was the favorite of the most people)

### Scaffolding Tips

**Extra support** ■ To help children better understand how information is organized from fewest to most on the chart, compare the number of dots in each column. Use a number list to show children how each group (from left to right) increases in quantity.

**Enrichment** ■ Ask children, "If there was a shape that was liked by zero children, where would it be placed on the chart? Remember, zero means none." (far left)

WEEK

30

DAY

1

# Counting Things *continued*

123  
Mathematics

## 123 Center Activity

Supply \*individual charts. Fill a bowl with different numbers of each of three colors of Legos®. Invite children to sort the Legos® into groups by color, count the number of Legos® in each group, and organize the number of Legos® in each group on a chart, from fewest to most.

\*Printables provided

## Family Child Care

Invite children to share the chart with family members at pickup time. Encourage children to explain how the information is organized. (begins with the shape liked the least, ends with the shape liked the most)

# Focusing & Remembering



Self-Regulation

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Executive function

Children will regulate their behaviors in response to changes in visual, oral, and aural prompts.



#### Key Concepts

**Review:** Focus



#### Materials Needed

Blue circle, yellow circle, purple circle, and orange circle cut from construction paper  
Yellow triangle, yellow square, and blue rectangle cut from construction paper (see Enrichment tip)

**Be Prepared:** If time permits, offer *Music Marks* from Week 28, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Music Marks* from Week 28, Day 1. The game for today may be less challenging when offered again at a later point.

**BEGIN:** Today we will play a game we've played before. We will play *Orange Circle, Purple Circle*. This game helps us learn how to focus our attention on what we are expected to do. We know that when we focus on something, we concentrate on it.

**ACT:** [*Display an orange circle and a purple circle.*]

Let's clap when we see the orange circle and stomp when we see the purple circle. Let's practice.

[*Hold up the orange circle for a few seconds and encourage children to clap their hands. Then hold up the purple circle and encourage children to stomp.*]

We know how to change the game and do different movements for each colored circle.

Let's try clapping when we see the purple circle, and stomping when we see the orange circle. We will stop when I put both circles behind my back.

[*Hold up the purple circle for a few seconds and encourage children to clap their hands. Then hold up the orange circle and encourage children to stomp. Do this several times. If children readily follow the changes, vary the timing of holding up the action circle (example: hold up orange circle for 10 seconds, then hold it up for five seconds, etc.).*]

What did we do when I put both circles behind my back? (stopped)

We just clapped when we saw the purple circle and stomped when we saw the orange circle.

Let's play our game one more time. This time we will use four different colored circles and change the rules of the game.

[*Hold up each circle and demonstrate the body movement that corresponds with each.*]

- We will stomp when we see the orange circle.
- We will clap when we see the purple circle.
- We will tap our knees when we see the blue circle.
- We will tap our nose when we see the yellow circle.



Let's see if we remember what we need to do for each circle.

- What do we do when we see the orange circle? (stomp)
- What do we do when we see the purple circle? (clap)
- What do we do when we see the blue circle? (tap our knees)
- What do we do when we see the yellow circle? (tap our nose)
- What do we do when I put the circles behind my back? (stop)

Let's practice!

*[Continue playing the game as you hold up each circle. Be sure to clearly say, "Orange Circle!" "Purple Circle!" "Blue Circle!" and "Yellow Circle!" when you hold up the circles for all to see. Hold up each one for several seconds. Then put the circles behind your back.]*

*If children follow the prompts without much difficulty, then choose two colors and do the opposite motions for each. Example: Tap knees with a yellow circle and tap nose with a blue circle. Be sure to review the game changes before you begin a new version.]*

**RECAP:** Today we played *Orange Circle*, *Purple Circle* again. We paid close attention to what we were expected to do and remembered new rules.

- How did we know what to do during the games? (look at circles)
- Why did we need to pay close attention? (because the circle colors changed)
- Was it difficult to focus on the changing circles?



### Scaffolding Tips

**Extra support** ■ Omit one or more of the changes in game rules if children seem overly challenged by the changes. ■ If children need an additional visual reminder of the action to be completed, perform the action as you change the circles. Example: When holding up the orange circle, stomp your feet also.

**Enrichment** ■ If children easily grasp the rule changes for the game, hold up each circle for a shorter period of time. ■ Invite children to try another rule change for *Orange Circle*, *Purple Circle*: Use a yellow triangle and a yellow square. Wiggle for the yellow triangle and stop for the yellow square. Then do the opposite. You may also wish to add a blue circle and blue rectangle. Run in place for the blue circle and clap your hands for the blue rectangle. Children will stop when shapes are placed behind your back.

WEEK  
30

DAY  
1

# Focusing & Remembering *continued*



## Center Activity

Provide the colored circles used during today's activity. Invite children to continue playing *Orange Circle*, *Purple Circle*. Encourage children to take turns holding the circles and naming the action to be done each time.



## Family Child Care

Send the new game rules home with children and encourage them to explain the new rules to family members at pickup time. Invite families to play at home.

The *Orange Circle*, *Purple Circle* game is an adaptation of the "Red Light, Green Light" game described in the following source: McClelland, M. M., & Tominey, S. L. (2016). *Stop, think, act: Integrating self-regulation in the early childhood classroom*. New York: Routledge.

## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will pretend to be another person.



## Key Concepts

Review: Imitate  
Pretend



## Materials Needed

\*7 pictures as shown

Paper or cloth bag



## Also Promotes

Social Studies

Language/Literacy

\*Printables provided

**Be Prepared:** Place the seven pictures of people inside the cloth bag.

**BEGIN:** Last week we imitated someone else's voice, facial expressions, and body movements. We know that imitate means to sound like or look like someone or something else.

**EXPLAIN:** Today we will practice imitating all three at the same time by pretending to be another person. Remember, when we pretend, we act as if something is true or real when it is not.

[Display cloth bag.]

In my bag, I have pictures of seven different people. We will pretend to be the person in each picture I pull from the bag. Let's try one.

**ACT:** [Pull out and display the picture of a baby.]

- What might this person's voice sound like?
- What kinds of facial expressions might this person have? (crying, smiling, etc.)
- What kinds of body movements might this person make? (crawling, walking, etc.)



[Ask for a volunteer to pretend to be a baby. Encourage children to join the volunteer in pretending to be a baby. Encourage the child to use a baby's voice/sound, facial expressions, and body movements.]

Let's do some more pretending.



# Doing Drama *continued*



*[Pull one picture at a time from the bag. For each picture, ask the questions listed above. Then encourage children (all at the same time) to pretend to be the pictured person. The pictures show a grandfather, police officer, dad, veterinarian, military member, and mom. Encourage children to pretend to be as many of the pictured people as time and child interest allow.]*

**RECAP:** Today we pretended to be different people. We thought about how each person's voice might sound, what facial expressions each person may make, and how each person may move his/her body. It's fun to pretend to be someone other than ourselves!



## Scaffolding Tips

**Extra support** ■ Offer prompts of how the pictured person might move his/her body. Examples: "What would the veterinarian do to check the kitten's heartbeat?" "What would the dad do to play with his child?"

**Enrichment** ■ Invite children to identify a person they would like to pretend to be (pilot, teacher, athlete, etc.).



## Center Activity

Provide a range of props in the housekeeping center for children to use in pretending to be different people.



## Family Child Care

Encourage children to pretend they are talking with the pictured person. Examples: child pretends to interact with pretend veterinarian or mom or dad.

WEEK  
30

DAY  
2

## Progress Assessment

# Understanding Sounds



Language/  
Literacy

3-5 YEARS

### One-to-One



#### Skill and Goal

##### Phonological awareness

Children will individually demonstrate their understanding of sound blending: body-coda and onset-rime.



#### Key Concepts

Review: Riddle



#### Materials Needed

- \*Word riddles provided at end of assessment description
- \*12 picture cards (see Be Prepared)
- Paper bag
- \*Printables provided

**Be Prepared:** Today begins an **individual progress assessment** of children's understanding of sound blending: body-coda and onset-rime. These advanced literacy skills are most appropriately assessed after children have responded positively to the sound blending activity plans scheduled for Weeks 24, 25, 27–29 (Days 2 and 4). Assessment is not recommended if children have generally found these activity plans to be especially challenging.

There are two activities in this assessment. For the first activity, use the word riddles provided at the end of this assessment description. For the second activity, use the following picture cards: bee, fish, bird, goat, seal, fox, horse, bear, rat, bat, bull, and cow. Place the picture cards in a paper bag.

Use the provided form for recording children's responses. See the end of this activity for information on how to determine progress.

Begin the one-to-one assessment with 4–5 children today (Week 30, Day 2) and continue assessments with 4–5 children each day this week. Invite each child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur when children are not engaged in a small or large group activity.

**BEGIN:** We are going to play two games today. Our first game is a riddle game we've played before. Remember, a riddle is a fun way to ask a question. The game is called *What is the Word?*

#### Activity 1 (body-coda)

**EXPLAIN:** I will say the riddle and then say the word in two parts for our game. Then we will try to figure out the word. Let's try our first word together.

This is something that is wet and falls from the sky. The two parts of the word are "rai-n." What is the word?

*[If the child identifies the word "rain," continue Activity 1 with the procedure described below. If the child provides an incorrect response, or no response, move to Activity 2.]*

**ACT:** [Use the following procedure:

- Say a word riddle.
- Say the word in two parts (body-coda). Be sure to pause briefly between the two parts.
- Ask the child to determine the word. If the child is uncertain, repeat the two parts. Ask the child to repeat the two parts with you. Then invite the child to say the word independently. Example: "Listen as I say the word in two parts. The word I am thinking of is 'rai-n.' Please say with me the two parts of the word 'rai-n.' Now please say the two parts of the word together. What is the word?"
- If the child needs more help, model the correct response. Example: "I am thinking of the word 'sheep.' If I put 'shee' and 'p' together, the word

# Understanding Sounds *continued*



is "sheep." Please say shee-p, sheep." After the child responds, reinforce by saying "Yes, shee-p is sheep.]

Let's figure out some more words. Remember, I will say the riddle and then say the two parts of the word. Then you can figure out the word I am saying.

## Activity 2 (onset-rime)

**EXPLAIN:** Now we will play another game with words. We have played this game before.

[Display bag with animal pictures.]

I have a bag of animal pictures. I am going to take one picture out of the bag but not show you the picture. Please try to figure out what the picture shows after I say the name of the animal in a funny way. I'll say the two parts of the animal's name. Let's try one together first.

**ACT:** [Pull a picture card from the bag, being careful not to show child the picture. Say the name of the animal as you emphasize the onset and rime segments of the word. Example: "b-ee."]

What animal did I say?

[After the child has figured out the animal name you were saying, show him/her the picture of the animal. Repeat the name of the animal, giving emphasis to the two sound segments.]

b-ee    f-ish    b-ird    g-oat    s-eal    f-ox  
h-orse    b-ear    r-at    b-at    b-ull    c-ow

[Use the following procedure:

- Pull a picture card out of the bag, being careful not to show child the picture.
- Say the onset and rime segments of the animal name. Be sure to pause between the two segments.
- Ask child to determine the word. If the child is uncertain, repeat the task emphasizing the onset and rime. Say "Let's try again. My picture is of a /b/-ee. Now you say those sounds and then put them together. What is it?"
- If the child needs more help, model the correct response. Show the child the card and say "This is a picture of a bee. My funny word was /b/-ee. When you put the two parts together, it makes the word bee. Now you say the word: /b/-ee, bee." "Here is a card for you to hold."]

**RECAP:** Today we played a game called *What is the Word?* We listened to the two parts of a word and then figured out the word I was saying. We also figured out what animal picture I pulled out of a bag after I said the name of the animal in a funny way.



### Scaffolding Tips

The type of support to offer children during this assessment is described in the session plan.



### Center Activity

Provide \*picture cards: fox, fish, bee, bird, duck, dog, cow, and cat. Encourage children to sort cards by initial sound.

\*Printables provided

## DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance twice, once for sound blending using body-coda and once for sound blending using onset-rime. Record your designation for each child on the provided form. Options are as follows:

### Activity 1 (body-coda)

**Got It:** Child completes independently (no assistance)

**Getting It:** Child completes with your assistance

- You repeat body and coda, emphasizing the two components

**Not Yet:** Child does not blend body and coda at this time

### Activity 2 (onset-rime)

**Got It:** Child completes independently (no assistance)

**Getting It:** Child completes with your assistance

- You repeat onset and rime, emphasizing the two components

**Not Yet:** Child does not blend onset and rime at this time



## FOLLOW-UP LEARNING SUPPORTS FOR BLENDING SOUNDS

### Reinforce

*The following activities are designed to support children who can independently blend sounds in familiar words: body-coda, onset-rime (Assessment: Got It) and children who can blend sounds in familiar words with assistance (Assessment = Getting It) when offered with additional support. The activities may be inappropriately challenging for children who do not yet demonstrate an ability to blend sounds in familiar words (Assessment = Not Yet).*

- Sing “If You Think You Know This Word” at group time (to the tune of “If You’re Happy and You Know It”), using body-coda or onset-rime blending. “If you think you know this word, shout it out! If you think you know this word, shout it out! If you think you know this word, if you think you know this word, if you think you know this word, shout it out! Ca-t.” Ca-t requires body-coda blending; onset-rime blending would be /c/-at.
- Create lists of common words that start with the same body and have a different coda (final sound). For example, ba-d, ba-g, ba-m, ba-t.
- Later, create lists of common words that have a different onset (initial sound) with the same rime. For example, b-it, f-it, h-it, l-it, m-itt, p-it, s-it.
- Play the riddle game (the same used in Activity 1), using one-syllable words from the book that you are reading in group. Tell children that you are thinking of a word from the book. Explain where it occurs in the book and then say it using body-coda. For example, “On Sunday, the very hungry caterpillar ate a big green lea-f. What did he eat? It was a leaf.”
- You can also play the riddle game using onset-rime. This is more difficult. Make sure to focus on either body-coda or onset-rime blending—do not do both in the same activity. An example of onset-rime blending would be, “On Tuesday, the very hungry caterpillar ate two /p/-ears. What did he eat? He ate two pears!”
- When you dismiss children from group, say their name in either body-coda (e.g., Am-y) or onset-rime (e.g., A-my). Children must listen carefully to determine when their name is called. Note that you are not breaking the name into syllables but isolating either the final sound (in body-coda) or the initial sound (in onset-rime) blending.
- Ask children to transition from the group by saying the name of a pet (one they may have or would like to have), using body-coda or onset-rime blending. For example (body-coda blending), “Stand up if you have, or would like to have, a ca-t. You can go line up/wash your hands, etc.” The same word, cat, said using onset-rime would be /c/-at.
- As part of a small group activity, reread *If You Give A Pig A Pancake*, charting new words that can be made by changing the onset.
- Dismiss children from a group activity by giving each child an opportunity to create a word by adding a sound (onset) to a consistent rime (e.g., -at).



- Tell children you are going to read parts of The Morning Message using body-coda or onset-rime. (Examples: "If it rai-ns today, we will play inside." Or, "Today we are going to take a /r/-ide on the /b/-us.") Children will need to use their blending skills to figure out the message.
- Make up a rhyming story at small group time. Words that end in the same rime also rhyme. You could talk about what you might see on an imaginary trip to the park. Example: "Today we are going to make up our own funny story. We are going to use words that rhyme. We went on a walk to the park. When we were there, we saw a cat. It was wearing a hat! Listen to those words: /c/-at, /h/-at. They begin with different sounds, but they have the same sound at the end. They rhyme. What else could happen in our story? What other words might rhyme with cat and hat?" Be as creative as you like, encouraging children to add their own words. Write the story on chart paper and have children work together to illustrate it.

### Reintroduce

*The following activities are designed for children who do not demonstrate an ability to blend sounds in familiar words (Assessment = Not Yet).*

- Repeat body-coda blending activities (such as *What is the Word?* game) before you reintroduce onset-rime. Body-coda blending is easier.
- Ask children to sort objects (or pictures) with the same coda. This is essentially the same as sorting rhyming words. This activity will require staff support.
- Return to rhyming songs, fingerplays, and books that rhyme as a way to re-focus attention on onset-rime blending. For example, repeat *Humpty Dumpty*, breaking the rhyming words into onset-rime: "Humpty Dumpty sat on a /w/-all, Humpty Dumpty had a great /f/-all." If the rhyme is familiar, most children will be able to blend these words.

**Word Riddles for Progress Assessment Activity 1**

- sheep      This animal is fluffy and says "Baa, baa, baa."  
The two parts of the word are "shee-p." What is the word?
- block      This is something we build with.  
The two parts of the word are "blo-ck." What is the word?
- mouse      This animal is small and squeaks.  
The two parts of the word are "mou-se." What is the word?
- rug      You can sit on this at circle time.  
The two parts of the word are "ru-g." What is the word?
- dog      This animal barks.  
The two parts of the word are "do-g." What is the word?
- cup      This is something we drink out of.  
The two parts of the word are "cu-p." What is the word?
- goat      This animal can sometimes have horns.  
The two parts of the word are "goa-t." What is the word?
- sock      This is something you wear on your feet to keep them warm.  
The two parts of the word are "so-ck." What is the word?
- moose      This animal is big and has very large antlers.  
The two parts of the word are "moo-se." What is the word?
- coat      You might wear this when it is cold outside.  
The two parts of the word are "coa-t." What is the word?
- deer      This animal might be found in a forest habitat.  
The two parts of the word are "dee-r." What is the word?
- boot      You might wear this on your feet in the snow.  
The two parts of the word are "boo-t." What is the word?

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will collect and organize information for a chart.



## Key Concepts

**Review:** Sort  
Collect  
Most  
Fewest



## Materials Needed

- \*Individual charts—1 per pair of children
- Round beads (see Be Prepared)
- Cups—1 per pair of children
- Purple, yellow, and orange crayons—1 each per pair of children

\*Printables provided

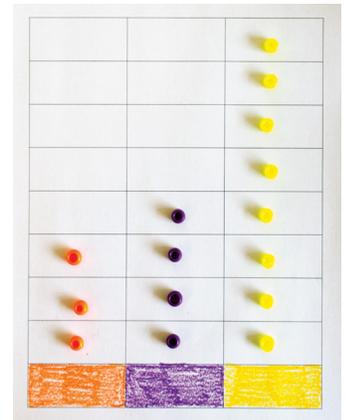
**Be Prepared:** Place 3–8 of each color bead (purple, yellow, orange) in a small cup. Each pair of children will need one cup to share. Ensure that each cup has a different number of beads of each color. Examples: one cup may have five purple beads, seven yellow beads, and two orange beads. Another cup may have eight purple beads, two yellow beads, and four orange beads. You may wish to use tape to anchor charts to a table to prevent movement of beads.

This activity will take more than 15 minutes. Please keep the first segment (your demonstration) and the second segment (children's actions) together. Provide 10–15 minutes for children to work with the beads and chart.

**BEGIN:** [Place children in pairs. Give each pair of children one provided chart.]

Today we will work with a partner again to make our own charts. We know that a chart can be used to organize and present information.

**EXPLAIN:** You and your partner will get three different colors of beads in one cup. Each cup will have a different number of beads. Some of you may have more yellow beads, purple beads, or orange beads.



We will collect information before we organize our charts. We will collect information by sorting our beads by color. We know that when we sort, we put things into certain groups. Let me show you.

[Gently pour out a cup of beads in front of you. Sort the beads into groups by color, inviting children to help name each color as you sort.]

Now I have three groups of beads. First I want to count the number of beads in each group. Then I will determine which group has the fewest beads and which group has the most beads. We know that when a group has the most of something, it has more than any other group. When a group has the fewest of something, it has the smallest amount. I am collecting information when I sort and count the three groups of beads.

**ACT:** [Encourage children to help as you count each group of beads aloud. Point to each bead as it is counted. When you finish counting a group, say again the number of beads in the group.]

Display a chart.]

**EXPLAIN:** This chart is similar to the chart we used yesterday. I will put the three colors of our beads along the bottom of the chart.

[Point to each of the three spaces.]

The color of the group with the fewest number of beads will go in the first section.

*[Point to the far left section.]*

The color of the group with the most beads will go in the last section.

*[Point to the far right section.]*

I will put the beads in a line above their color on the chart.

Which group has the fewest number of beads?

Now I will color the first section at the bottom of the chart the same color as the group with the fewest beads.

The (color) group has the fewest beads. What color should we use for the first section at the bottom of the chart?

*[Color the far left section of the bottom of the chart.]*

Now I will line up the group of beads that has the fewest above the first section I colored.

**ACT:** *[Line up beads, one above the other, above the first colored section of the chart. Encourage children to count each bead with you as you place it above the first colored section.]*

**EXPLAIN:** Let's look at the two remaining groups of beads. Which group has the most beads?

Now I will color the last section at the bottom of the chart the same color as the group with the most beads.

The (color) group has the most beads. What color should we use for the last section at the bottom of the chart?

*[Color the far right section of the bottom of the chart.]*

Now I will line up the group of beads that has the most above the last section I colored.

**ACT:** *[Line up beads, one above the other, above the far right colored section of the chart. Encourage children to count each bead with you as you place it above the far right colored section.]*

**EXPLAIN:** We have one group of beads left. This group has more beads than the first group of beads, but fewer beads than the last group of beads. This group will go in the middle of the chart.

Which color should we put in the middle section at the bottom of the chart?

*[Color the middle section of the bottom of the chart.]*

Now I will line up the group of beads that goes in the middle section of the chart.

**ACT:** [*Line up beads, one above the other, above the colored section of the chart. Encourage children to count each bead with you as you place it above the colored section.*]

**EXPLAIN:** Let's look at the chart.

**ASK:** What can you tell us about the groups of beads?

**EXPLAIN:** The first group has the fewest beads, the next group has more beads than the first group, and the last group has the most beads. We can see this on the chart because each line of beads gets taller as we move across the chart. Now it is your turn to organize your beads.

**ACT:** [*Give each pair of children a cup of beads and a purple, yellow, and orange crayon. Observe as children work in pairs to sort the beads by color, count the number of beads in each group, color the appropriate sections of the chart, and line up the beads above the corresponding color. Share with children that the order of colors at the bottom of their chart may be different than their neighbor's color order. Make sure children color before lining up the beads, so the beads do not move around during coloring.*]

**RECAP:** Today we worked with a partner to make a chart about beads. We collected information by sorting the beads by color and then counting the number of beads in each group. Then we used the chart to organize our information. What information did we learn by making our chart? (how many beads were in each group, which group had the fewest beads, which group had the most beads)



### Scaffolding Tips

**Extra support** ■ Use questions asked of children during your demonstration of steps to help pairs of children work together to collect and organize information for their chart. ■ If you anticipate it will be too challenging for pairs to independently carry out the full sequence of steps in preparing their chart, introduce and review each step for pairs of children to pursue at the same time. Example: "First let's all work with our partner to sort our beads into three groups." Introduce the counting step after all pairs have completed the sorting step.

**Enrichment** ■ Ask each pair of children to describe their chart to others. Why are some lines of beads taller than others? How does their chart show the group with the most beads and the group with the fewest beads?

### 123 Center Activity

Provide the \*individual charts and beads used during today's activity. Invite children to again organize the beads from fewest to most.

\*Printables provided

WEEK  
30

DAY  
2

# Counting Things *continued*



 Family Child Care

Encourage school-age children to make a chart with 4–5 colors of beads.

WEEK

30

DAY

2

# Focusing & Remembering



Self-  
Regulation

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Executive function

Children will regulate their behaviors in response to changes in aural prompts.



#### Key Concepts

**Review:** Freeze



#### Materials Needed

- Song with a fast tempo and slow tempo (see Be Prepared)
- Music player
- 4 large shape cutouts (see Enrichment tip)

**Be Prepared:** Suggested song with both fast and slow tempos: "Bop 'Til You Drop" on Greg and Steve's *Kids in Action* CD.

If time permits, offer *Orange Circle, Purple Circle* from Week 30, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Orange Circle, Purple Circle* from Week 30, Day 1. The game for today may be less challenging when offered again at a later point.

**BEGIN:** Today we will play a game we've played before. When we play this game, we freeze! What does it mean to freeze? (stop what we are doing and hold our body in the position it is in)

**ASK:** How do we play *The Freeze Game*?

**EXPLAIN:** When we played the game before, we danced slowly to a slow song and danced quickly to a fast song. Let's try it again!

**ACT:** [*Play a fast song and encourage children to dance quickly. Then play a slow song and encourage children to dance slowly. Intermittently turn off the music and encourage children to freeze in place.*]

Now let's change the game a little bit. This time when we hear fast music, we will dance quickly. When we hear slow music, we will dance slowly. When the music stops, look at me and do what I am doing. If I have one hand in the air, you put one hand in the air. If I have my hands on my knees, you put your hands on your knees. Let's try it!

[*Play a fast song and encourage children to dance quickly. Then play a slow song and encourage children to dance slowly. Intermittently turn off the music and encourage children to freeze in place. Encourage children to do what you are doing. Examples: waving one hand in the air or putting your hands on your hips. Continue as long as time permits.*]

**RECAP:** Today we played *The Freeze Game* again. We paid close attention to what we were expected to do and remembered new rules.

- How did we know what to do during the game? (listen to music, look at adult)
- Why did we need to pay close attention? (because the music changed, because we needed to pay attention to what we needed to do when the music stopped)



### Scaffolding Tips

**Extra support** ■ Omit one or more of the changes in game rules if children seem overly challenged by the changes. ■ As always, if children continue an action after it is to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game.

**Enrichment** ■ Invite children to try another rule change for *The Freeze Game*: Dance quickly to fast music and slowly to slow music. When the music stops, look at an adult and find one of four shapes he/she is holding in the classroom and stand by that shape.



### Center Activity

Invite children to continue playing *The Freeze Game*. Provide music and encourage children to take turns turning the music on and off.



### Family Child Care

Take children on a walk. As you walk, encourage school-age children to sing a song and encourage younger children to freeze when older children stop singing.



## 3-5 YEARS

## Large/Small Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to pretend to be an animal.



## Key Concepts

Review: Pretend



## Materials Needed

\*5 picture cards (see Extra Support tip)



## Also Promotes

Physical/Health

\*Printables provided

**BEGIN:** [Arrange children in a circle facing inward.]

Yesterday we pretended to be different people.

Today we will pretend to be different animals! Who

can remind us of what it means to pretend? (act as if something is true or real when it is not)

**ASK:** If we pretend to be a cat, does that mean we really are a cat?

**EXPLAIN:** No! We are just acting like cats!

Today we are going to play a game like *Duck, Duck, Goose*.

**ASK:** • Have you ever played *Duck, Duck, Goose* before?

• How does it work?

**EXPLAIN:** Our game today will be a little different. Let me show you.

[Demonstrate the game with another adult as you describe it. If you are using this activity in a large group, you may want to choose two children at a time to pretend to be animals in order to decrease the waiting time for children.]

We play the game in a circle just like *Duck, Duck, Goose*.

- One person will walk around the circle and choose someone to be an animal. The person will tap on the shoulder the person he/she chose to be an animal.
- The person who is chosen to be the animal will stand up and pretend to be an animal. We can pretend to be any animal we'd like.
- The person pretending to be an animal can use a voice to sound like the animal, a facial expression that looks like the animal, and even move his/her body like the animal.
- You can tell us what animal you are pretending to be or you can ask us to guess.
- After the chosen person has pretended to be an animal, he/she can walk around the circle and choose someone else to pretend to be an animal. We will each have a turn!

**ACT:** [Start the game. It is fine if children wish to repeat pretend animals. It also is fine if a child does not want to be a pretend animal; encourage the child to remain in the circle and watch what happens. Make sure every child gets an opportunity to be a pretend animal.]

**RECAP:** What sorts of body movements, voices, or facial expressions did we make when pretending to be an animal?



### Scaffolding Tips

**Extra support** ■ If children have difficulty determining what pretend animal to be, hold up \*animal charades picture cards (see center activity) and invite children to choose one pictured animal.

■ Encourage children to do either body movements, facial expressions, or voices if doing all three is too challenging. Example: "Jason, I think you want to be a cat. What sound does a cat make?"

**Enrichment** ■ Encourage children to pretend to be animals that are more exotic or uncommon, such as a panther, shark, etc.



### Center Activity

Place \*animal charades picture cards face down on a table. Encourage children to play animal charades. Invite one child to choose a card and look at it without showing the other children. Invite the child to then pretend to be the pictured animal. Encourage the other children to guess the animal.



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\*Printables provided



### Family Child Care

As children transition between activities during the day, suggest they pretend to be an animal as they move to the next activity.

WEEK  
30

DAY  
3

# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

### Oral language

### Letter knowledge

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



## Key Concepts

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

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



## Materials Needed

\*Letter L card

Book of your choice for  
this week's repeated  
reading

Words We Understand  
chart from Day 1

\*Printables provided

**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 L card.]

- What is the name of this letter?
- Pop up if you have the letter L in your name!

L I

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

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

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

WEEK

30

DAY

3

# 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 Group



## Skill and Goal

## Number knowledge

## Measurement knowledge

Children will collect, organize, and present measurement information on a chart.



## Key Concepts

**New:** Shortest  
Least  
Longest

**Review:** Measure  
Inch  
Most



## Materials Needed

String (see Be Prepared)  
Ruler  
3 index cards  
Large prepared chart (see Be Prepared)  
Tape  
Crayon or marker

**Be Prepared:** Cut string into three different lengths: three inches, six inches, nine inches. Prepare a chart with three columns and 12 sections (rows) at the top of each column as shown in the activity plan.

**BEGIN:** Today we will make another chart. We will measure the length of three different strings and then organize what we learn about the strings on a chart.

**ASK:** What does it mean to measure something? (to find out what size it is)

**EXPLAIN:** *[Display three different lengths of string. Emphasize the differences in length.]*

First we will collect information about the three strings by measuring the length of each one. We need two volunteers to help measure the first string.

We will use a ruler to measure the strings.

*[Display a ruler. Point to the inches on the ruler when you describe them.]*

We will place the end of the ruler at the end of a string. We will count the number of inches of each piece of string. We know that the length of the space from one number to the next number is called an inch.

**ACT:** *[Strings may be measured in random order. Invite a volunteer child to hold the first string end to end on the floor. Encourage a second volunteer child to use a ruler to measure the length of the string. When children have finished measuring, invite them to join other children.]*

How long is our first string? I will write the length on this card and place the card above the string, so we will remember its length.

*[Write the number of inches of the first string on the index card. Say aloud the number of inches as you write the numeral. Put aside the string with the index card placed above it.]*

Now we will measure our second string.

*[Invite a volunteer child to hold the second string end to end on the floor. Encourage a second volunteer child to use the ruler to measure the length of the string. When children have finished measuring, invite them to join other children.]*

How long is our second string? I will write the length on this card and place it above the string, so we will remember its length.

*[Write the number of inches of the second string on the index card. Say aloud the number of inches as you write the numeral. Put aside the string with the card placed above it.]*



Now let's color the number of sections on our chart that matches the number of inches of the shortest string. The shortest string is three inches, so we will color three sections of our chart above the shortest string.

*[Color in three sections of the chart, above the shortest string. Color each section one at a time. Point out that each section means one inch.]*

Which number is the most? We know that the most means it is more than any of the others. The longest string has the card with the number that is the most. **Longest** means it is bigger than the others. Let's hang this string under the last section of our chart.

*[Tape the longest string below the third section of the chart. Tape the corresponding index card below the string at the bottom of the chart as shown in the picture.]*

Now let's color the number of sections on our chart that matches the number of inches of the longest string. The longest string is nine inches.

How many sections should we color above our longest string? (nine)

*[Color in nine sections of the chart, above the longest string. Remember to color one section at a time. Point out each section means one inch.]*

Which string will go in the middle of our chart?

What number is on the card for the string that will go in the middle of our chart? This number is more than the first number and less than the third number.

*[Tape the string below the second section of the chart. Tape the corresponding index card below the string at the bottom of the chart as shown in the picture.]*

Now let's color the number of sections on our chart that matches the number of inches of the string in the middle. The middle string is six inches.

How many sections should we color above our middle string? (six)

*[Color in six sections on the chart, above the middle string. Remember to color one section at a time. Point out each section means one inch.]*

Let's talk about what we've learned from the information presented on our chart.

**ASK:** *[Point to pertinent parts of the chart as you ask the following questions:]*

- Which string is the longest?
- How long is it? (nine inches)
- Which string is the shortest?
- How long is it? (three inches)

**RECAP:** Today we made a chart that organizes and presents information about the length of three different strings. First we used a ruler to measure the length of each string.

Then we put each string, and information about each string, on our chart. Our chart is organized from shortest to longest string (point to each). Three parts of our chart tell us about each string.

[Point to each as you describe the parts:]

- The string hanging on the chart.
- The sections we colored in.
- The card that says the length of the string.

[Display this chart in the classroom. It will be used again in Day 5.]



### Scaffolding Tips

**Extra support** ■ As children measure each string, help with counting inches if necessary. ■ Add one hash mark for each inch when you write the number of inches on an index card. ■ If children need help in determining which number is the least and which number is the most, use a number line.

■ If children seem uncertain about the characteristics and uses of a ruler, incorporate into today's activity pertinent information from Math Week 25. ■ In the final activity segment, where you ask about the longest and shortest strings, point to and count each section above a string. Remind children that each section means one inch.

**Enrichment** ■ After displaying the ruler, invite children to demonstrate how to use a ruler when measuring something in inches. Example: Lining up the end of the ruler with the end of the item being measured, counting the number of inches to the other end of the item.

### 123 Center Activity

Provide \*individual charts and cups of colored craft sticks. Limit the number of colors to 3–4, with one color per cup. Invite children to choose a cup and then collect information by sorting the craft sticks by color. Encourage children to organize the number of craft sticks in each color (group) from least to most on the chart.

\*Printables provided



### Family Child Care

Use items from a park or playground to develop a chart with children. Use today's chart as a model. Invite each child to collect a specified number (up to five) of the same type of item (rocks, leaves, sticks, etc.). Example: Child one collects two items, child two collects four items. Count the number of items in each group and arrange them in order from least to most. Invite each child to color the corresponding number of sections on a chart for his/her group of items.

# Understanding Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion Knowledge

##### Perspective-taking

Children will consider what a person who appears to be upset about something might think or feel when another person offers a response.



#### Key Concepts

**Review:** Empathy  
Embarrassed



#### Materials Needed

\*3 pictures as shown

\*Printables provided

**Be Prepared:** Today's activity explores reactions children might have to different offers of help. The intent of the activity is to help children consider what another child might feel or think when someone recognizes what the child may be thinking or feeling. There are no right or wrong answers because children and situations are different. Encourage children to communicate and respect a range of ideas.

**BEGIN:** We are learning to understand how someone else is feeling. What do we call this? (empathy)

**EXPLAIN:** Today we will talk about what we might say to someone who seems upset about something.

[Display picture of Brianna drinking her milk.]

This is a picture of Brianna. We learned last week that Brianna spilled her milk at a restaurant. She felt embarrassed. Remember, we feel embarrassed when we feel foolish in front of other people.



We talked about some things we might say to help Brianna feel better. One idea is to ask Brianna if we can help clean up the spilled milk.

**ASK:** How do you think Brianna might feel if someone said to her, "May I help you clean up the milk?"

[Follow-up prompt, if needed: "Do you think Brianna would feel better about spilling her milk if someone offered to help clean up the milk? Why?"]

**EXPLAIN:** Another idea is to tell Brianna that other people sometimes spill their milk, too.

**ASK:** How do you think Brianna might feel if someone said to her, "I spilled my milk before. It's okay."

[Follow-up prompt, if needed: "Do you think Brianna would feel less embarrassed if people told her they had spilled their milk, too? Why?"]

**EXPLAIN:** [Display picture of children playing with Waffle Blocks™.]

You may remember this picture of children playing with Waffle Blocks™. One of the children looks upset. We talked about what he might be feeling. Maybe he is frustrated about the blocks. Or maybe he is angry that he cannot get the blocks to fit together.





We talked about what we might say if we wanted to help. One idea is to ask the boy who appears upset if he'd like help with the blocks.

**ASK:** How do you think the boy might feel if someone asked, "Would you like me to help you put the blocks together?"

*[Follow-up prompt, if needed: "Do you think the boy might feel better or worse if someone offered to help him with the blocks? Why?"]*

**EXPLAIN:** Another idea is to tell the boy that the blocks can be hard to put together.

**ASK:** What do you think the boy might feel if someone said, "Those blocks are hard to put together. It looks like you're trying really hard."

*[Follow-up prompt, if needed: "Do you think the boy might feel better, or worse, if someone told him the blocks were hard to put together? Why?"]*

**EXPLAIN:** *[Display picture of girl looking with concern at a girl who appears upset.]*

You may remember this picture, too. One girl looks upset. The other girl looks like she is worried about the girl who seems upset.



We talked about some things we might say to the girl who seems upset.

**ASK:** • How do you think the girl might feel if someone said, "I wish you weren't sad. I would really like to play with you."

*[Follow-up prompt, if needed: "Do you think the girl would feel better if someone let her know she looks sad?"]*

• What are some other things we might say to the girl who looks upset?

**RECAP:** Today we talked about what we might say to children who seem upset about something. We talked about what the children might think or feel if different things were said to them.



### Scaffolding Tips

**Extra support** ■ Each of the three situations presented in this activity includes discussion of two different offers of help. If children find it too challenging to consider two different offers of help, limit the discussion to one offer of help per situation. ■ It may be helpful to provide more of a reminder of the children depicted in the three situations. The children were introduced as follows: Brianna in Week 29, Day 3; the child upset with the blocks in Week 28, Day 3; the girl who seems upset in Week 29, Day 2.

**Enrichment** ■ Encourage children to compare the two possible things to say to the boy who appears upset about the blocks. One option is to help the boy with the blocks. The other option is to simply tell the boy that he's been working hard on blocks that are hard to put together. How do these two different options involve the child who is upset?



### Center Activity

Provide puzzles. Encourage children to engage in role-play with the puzzles. One child can pretend to be upset about the hard-to-do puzzle, and one or several children can pretend to offer different types of help. Adult guidance is needed.



### Family Child Care

Invite school-age children to describe situations they have observed or experienced that are similar to those offered in today's activity. What type of help was offered to a child who seemed upset? How did the child react to an offer of help?



## 3-5 YEARS

## Large/Small Group



## Skill and Goal

**Knowledge of creative processes**

**Skills that support creative expression**

Children will pretend to participate in different activities.



## Key Concepts

**Review:** Pretend



## Materials Needed

\*Activity cube (see Be Prepared)



## Also Promotes

Physical/Health

\*Printables provided

**Be Prepared:** Cut out and fold the provided activity cube template. You may wish to make two for use with the Enrichment tip.

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

This week we are pretending to be animals and other people. Remember, when we pretend, we act as if something is true or real when it is not.

**EXPLAIN:** Today we are going to pretend to do different activities as we play a game with an activity cube. The activity cube is different than the one we have used before.

[*Display activity cube.*]

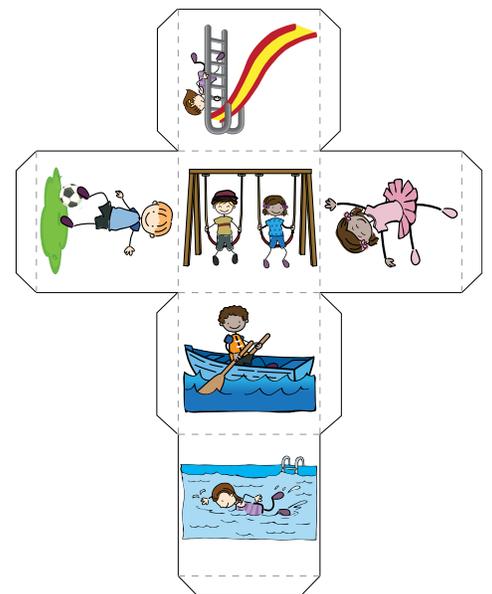
Let's look at the pictures on the activity cube and talk about each activity before we begin playing our game.

[*Point to each picture, one at a time, and encourage children to discuss the activity in the picture and how they might pretend to do the activity.*]

We will take turns rolling the cube when we play the game. When the cube stops, a picture of one of the activities will be on top of the cube. Whoever rolled the cube can tell us what the activity is and then pretend to do the activity. Then we can pretend to do the activity together! I'll roll first and show you how to play.

**ACT:** [*Demonstrate how to roll the cube and wait for it to stop. Look at the picture on top of the cube. Then say the name of the activity and pretend to do the activity as you encourage all children to join you.*]

*Invite children to take turns rolling the cube, naming the activity that is on the top of the cube, and then pretending to do the activity. Encourage remaining children to pretend to do the activity as well.*]



# Doing Drama *continued*



- ASK:**
- Did we pretend to do each activity in the same way?
  - How did we do the activities differently?

**RECAP:** Today we pretended to do different activities. We rolled our cube and pretended to do the activity shown on the top of the cube. Pretending can be a fun way to imitate someone or something else!



## Scaffolding Tips

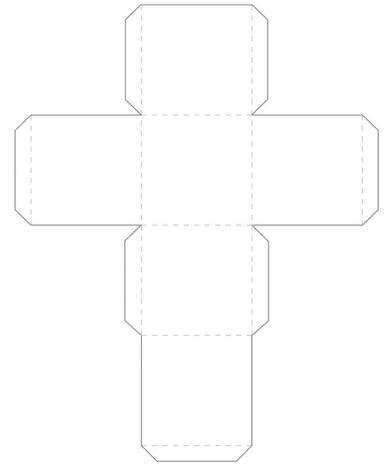
**Extra support** ■ Assist children in identifying the activity on top of the cube and/or pretending to do the activity, if appropriate.

**Enrichment** ■ Invite children to roll two activity cubes and pretend to do both activities, one after the other. Example: Pretend to swim and then play soccer.



## Center Activity

Provide \*activity cubes and encourage children to continue to pretend as they play. Invite children to also make up other activities and imitate them. Or provide \*blank activity cube templates and drawing tools, and encourage children to create their own activity cubes.



\*Printables provided



## Family Child Care

Play *Follow the Leader* outside. Encourage children to take turns leading other children in pretending to move as if they are doing different activities.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Phonological awareness

Children will change the initial sound of a word to make a new word.



## Key Concepts

**New:** Fan



## Materials Needed

*If You Give a Pig a Pancake*  
by Laura Numeroff

Chart paper

Writing tool

\*3 picture cards as shown

\*Printables provided

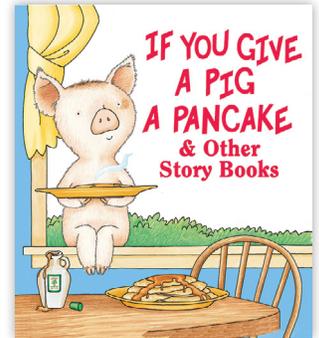
**BEGIN:** [Display book cover.]

Today we are going to read the book *If You Give a Pig a Pancake* again.

What is the book about?

**EXPLAIN:** Let's listen carefully to the words as we read the book.

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



**EXPLAIN:** The last time we read this book we thought of other words we could make by changing the beginning sound in the word "pig." We made the new word "w-ig."

Let's think of words we can make by changing the beginning sound of the word "pan." I will make a list of the words we make. "Pan" is the first part of the compound word "pancake."

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

**ASK:** What is the beginning sound we hear in the word "pan"? (/p/)

**EXPLAIN:** We will have a new word if we take away the /p/ sound from the beginning of the word "pan" and put the /k/ sound in its place.

[Write the word "can" below the word "pan."]

Our new word is "c-an."

Let's say together the word "can," and then say together the beginning sound /k/.

[Display picture of a can.]

- ASK:**
- What is the beginning sound we hear in the word "can"? (/k/)
  - Which letter makes the /k/ sound? (c, k)

**EXPLAIN:** We made a new word by taking away the /p/ sound and putting the /k/ sound in its place! Let's try another one.



We will have a new word if we take /k/ from the beginning of the word “can” and put /f/ in its place.

*[Write the word “fan,” below the word “can.”]*

Now our new word is “f-an.”

Let’s say together the word “fan” and then say together the beginning sound /f/.

*[Display picture card of a fan.]*



A **fan** is a thing we use to move air. Sometimes we use a fan to make a place cooler.

We made a new word by taking away the /k/ sound from the beginning of the word and putting the /f/ sound in its place!

*[Display in a row picture cards of a pan, can, and fan.]*



We changed the beginning sound of the word “pan” and ended up with the names of very different things. Look at our picture cards of a pan, can, and a fan.

**ASK:** What are some other words we can make if we take away the beginning sound of the word “pan” and put a new beginning sound in its place?

**ACT:** *[As children think of new words, list them on the chart. Examples: man, ran, tan, van. Encourage children to emphasize the beginning sound of the word.]*

**RECAP:** Today we read the book *If You Give a Pig a Pancake*. Then we took away the beginning sound from the word “pan” and made new words!

### Scaffolding Tips

**Extra support** ■ Remind children that we make a compound word by putting two words together.  
 ■ Offer suggestions of new words using “pan” by saying a different beginning sound. Examples: /m/, /r/, /t/. Encourage children to blend the beginning sound with the rest of the remaining sound.

**Enrichment** ■ Encourage children to think of “silly” words that can be made by substituting a different sound for /p/ in “pan.” (han, lan, etc.)

WEEK

30

DAY

4

# Understanding Letters *continued*



Language/  
Literacy



## Center Activity

Provide the book used in today's activity and \*picture cards of a can and fan. Encourage children to make silly words by replacing the word "pan" with one of the words on a picture card as they retell the story. Example: "If you give a pig a cancake, she'll want some syrup to go with it."

\*Printables provided



## Family Child Care

Invite school-age children to draw pictures of words listed on the chart. Discuss how the beginning sound of each word is different.

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

## Measurement knowledge

Children will collect, organize, and present children's height information on a chart.



## Key Concepts

**New:** Tallest

**Review:** Height  
Equal



## Materials Needed

Paper—1 per pair of children

Large prepared chart (see Be Prepared)

Crayon or marker

Index cards—1 per child

Tape

\*Number line (see Extra Support tip)

\*Printables provided

**Be Prepared:** Today's activity involves pairs of children measuring each other with a piece of paper. If you anticipate this will be too challenging, engage the small group in measuring the height of several volunteer children. Prepare a large chart with three sections (rows). See sample in activity plan.

This activity plan assumes a small group of approximately six children. Adaptations will be needed for groups of more than six children. Some options for keeping a reasonable activity length with a larger small group include: (1) you (not individual children) color segments (rows) of the chart; (2) one of the children (not both) in a pair is measured. One child could do the measuring, and the child who is measured could do the coloring.

**BEGIN:** We are learning a lot about how to make a chart. Today we will make a chart by working in pairs and measuring each other.

**EXPLAIN:** We will use a piece of paper to measure each other. We will find out how many pieces of paper tall our partner is. We know that the word height means how tall something or someone is. Let me show you how to measure someone's height with a piece of paper.

**ACT:** [Demonstrate how to measure the volunteer with a piece of paper. Use the word "about" to indicate a child is close to the number stated. Say how many paper lengths the child is. Example: "(Child's name) is about \_\_\_ paper lengths tall.]"

Now we will measure our partner.

[Give each pair of children a piece of paper. Invite the pair to measure each other. Encourage children to tell about how many papers tall their partner measures. Write each measurement on an index card with the corresponding child's name. Gather children into a group after they have finished measuring each other.]

Now we are going to look at the numbers on our cards and determine which number is the biggest. The biggest number is the tallest person in our group. The word **tallest** means the biggest height. Some of our numbers may be the same. Numbers that are the same are equal.

[Lay out index cards with numbers facing children. Say and point to the number on each card.]

Allie 3	Jose 4	Jeremy 5
Sada 3	Trinity 4	
	Meng 4	

Which number is the biggest? The card with the biggest number will be first at the bottom of our chart.

*[Tape the card with the largest number at the bottom far right side of the chart.]*

(Child's name)'s card is now on our chart.

*[Invite the child with the tallest measurement to color in the same number of sections above his/her card. See Be Prepared for other options.]*

Let's look at the cards that are left. Which number is the biggest out of the cards in our group of cards now? This card will go next to the first card on our chart. If we have numbers that are the same, they will both go under the same section on our chart.

*[Continue to ask children to determine which numeral is the largest out of the remaining group of cards. Place each card to the left of the one before it. If any cards are equal place one card beneath the other under the appropriate section of the chart. As each card is placed at the bottom of the chart, invite the child whose name is on the card to color in the same number of sections above his/her card. See Be Prepared for other options.]*

**EXPLAIN:** Now let's present our information by talking about what we've learned.

- ASK:**
- Who is the tallest in our group?
  - Who is the next tallest in our group?

*[Repeat this question so children focus on descending order of the cards/numerals.]*

- Were any people the same height?

**RECAP:** Today we made a chart that shows the height of each of us. We collected our information by measuring each other. Then we organized our information on our chart. Our chart presents our information on our heights.



### Scaffolding Tips

**Extra support** ■ Help children measure each other, if appropriate. ■ Use a number line to help children determine which number is the largest and which number is the next largest. ■ When you write a child's measurement ("pieces of paper tall") on an index card, add hash marks if you anticipate some children would benefit from a visual representation. ■ When you invite children to look at the cards that are left, say and point to the number on each remaining card.

**Enrichment** ■ Ask children to guess where your card would go on the chart if you were measured. Would your card go first or last on the chart? Why? ■ Explain that another word for biggest is largest.

WEEK

30

DAY

4

# Counting Things *continued*

123  
Mathematics

## 123 Center Activity

Provide play coins that represent three different denominations (penny, nickel, dime). Invite children to collect information by sorting a handful of play coins by denomination. Encourage children to count the number of coins in each group (denomination) and then organize groups from least to most on an \*individual chart.

\*Printables provided

## Family Child Care

Encourage children to share the chart with family members at pickup time. Invite children to explain how they determined where their card should go on the chart.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of social environments

Children will strengthen their understanding of voting.



## Key Concepts

**New:** Ballot  
Ballot box

**Review:** Vote



## Materials Needed

Chart paper  
Writing tool  
Teddy bear  
\*Ballots—1 per child  
Stickers—1 per child  
Box for ballots



## Also Promotes

Mathematics

\*Printables provided

**Be Prepared:** If stickers are unavailable for today's activity, you may choose to help children make a mark on the chart for their vote.

**BEGIN:** [*Display a teddy bear.*]

Sometimes we give a name to our favorite things. Do any of your favorite things at home have a name?

Our teddy bear needs a name. The teddy bear belongs to our classroom. The teddy bear does not belong to one person only. Who should pick a name for our teddy bear? (all of us)

**EXPLAIN:** All of us can decide on a name for our teddy bear by voting. Remember, last week we voted on a game to play during outside time, and we voted on a book to read as a group.

Today we will each get to vote on one name for our teddy bear. Whichever name gets the most votes will be the winner. Our teddy bear can only have one name.

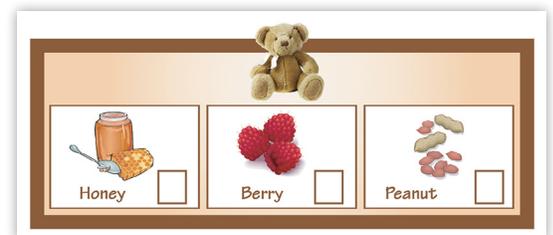
There are three name choices for our teddy bear. They are Honey, Berry, and Peanut. I will write the names on this chart to help us remember them.

[*Say each name as you write it. Leave room for adding tally marks under each name.*]

Honey	Berry	Peanut

**ACT:** We are going to use a ballot to vote. A **ballot** is a piece of paper that lists our choices. Our ballots have three names written on them. We will be able to vote for the name we want for our teddy bear.

[*Display a ballot. Point to and say the three name options. Emphasize the pictures to help children remember each name. Point to the boxes on the ballot. Then demonstrate how to vote by placing a sticker in one box. Display the ballot box when you describe it.*]



Your choice is secret when you vote with a ballot. Your name does not go on the ballot. You do not have to tell anyone what name you voted for, if you do not want to.

Each of us will put our ballot in the ballot box after we vote with our sticker. A **ballot box** holds all of the ballots until it is time to count them. Remember, we need to think carefully about our choices before we vote on something.



*[Help children mark their ballot with a sticker. Then invite children to place their ballot in the ballot box.]*

Now we are going to count the number of votes for each name. I will take each ballot out of the box and look at which name is marked. Then I will put a mark under the same name on our chart. When I have finished putting a mark for each ballot, we can count how many votes there are for each name. The name with the most votes is the winner.

*[Describe your steps with several ballots. When all ballots have been recorded, encourage children to help you count the number of marks under each name. Write the number of marks next to each name.]*

**ASK:** Which name has the most votes?

**EXPLAIN:** Remember, the name with the most votes is the winner. (Name) had the most votes. Now our teddy bear has a name. We will call it \_\_\_!

**RECAP:** Today we used a ballot and a ballot box to vote for a name for our teddy bear. Each person voted for a name. The name with the most votes won.



### Scaffolding Tips

**Extra support** ■ Children may have difficulty understanding why the name they voted for didn't win. Sorting the ballots into one of three name piles may help children see how each person's vote contributed to the outcome. ■ Remind children that we may feel disappointed if the name we voted for did not win.

**Enrichment** ■ Encourage children to describe why they like one name more than the others.



### Center Activity

Provide the ballots used in today's activity. Invite children to sort the ballots into one of three piles organized by names. Encourage children to count the number of ballots in each pile.



### Family Child Care

Encourage school-age children to make ballots for other voting opportunities during the day. Examples: song to sing, snack choice, game to play, name of pretend restaurant.

WEEK

30

# Moving Our Bodies



DAY

4

3-5 YEARS

## Small Group



### Skill and Goal

#### Motor development

Children will understand how to skip along a straight line.



### Key Concepts

**New:** Skip

**Review:** Hop



### Materials Needed

Masking tape

2 different-color ribbons  
(see Extra Support tip)



### Also Promotes

Self-Regulation

**Be Prepared:** Tape two straight parallel paths in your activity space for children to follow while skipping. Provide sufficient space between the parallel paths so children do not bump into each other while moving (skipping) along a path. Arrange for a child or adult with known skipping skills to demonstrate the skill while you describe it.

**BEGIN:** We are learning different ways to move our bodies. One of the ways we can move our body is to hop.

**ASK:** Who would like to remind us how to hop?

**ACT:** [*Invite one or two children to demonstrate how to hop. Describe their actions.*]

**EXPLAIN:** We hop by jumping with the same leg and foot. Let's practice hopping on one leg and foot several times and then hopping on our other leg and foot several times.

**ACT:** [*Encourage children to practice several hops with one leg and then with their other leg.*]

**EXPLAIN:** Today we will learn how to skip. Skipping is similar to hopping.

When we **skip**, we hop and land on one foot and then we hop and land on our other foot. We move our body forward when we skip.

**ACT:** [*Describe the movements in a skip while an adult or volunteer child demonstrates. Point out that the skipper is using one leg and foot to hop and then land on that foot. The skipper then uses the other leg and foot to hop and land. Draw attention to how the skipper's body moves forward.*]

**EXPLAIN:** Now it is our turn. There is a path for us to follow while we practice our skipping. Be sure to look ahead of yourself so you do not skip into someone else. (Child's name) will be our leader. Don't worry if you can't skip at first. It takes time to learn how to skip.

**ACT:** [*Encourage children to skip the length of one path and then walk to the adjacent path and skip (return) to their starting point. Continue practice as child interest or time permits.*]

**RECAP:** Skipping is different than hopping. How do our feet and legs move differently when we skip?

WEEK

30

DAY

4

# Moving Our Bodies *continued*



## Scaffolding Tips

**Extra support** ■ Encourage children to practice hopping (alternating foot/leg) if the hopping element of skipping seems challenging. ■ Regulate the starting point of each child's skipping so children do not get too close to the person in front of them. ■ If a child has difficulty alternating feet, tie a different-color ribbon to each of their shoes and then call out the color of the foot to move. Example: red foot, blue foot, red foot.

**Enrichment** ■ Encourage children to skip with small hops, and then with large hops. Suggest a pattern such as two small hops, two large hops, two small hops, etc.



## Center Activity

Use chalk to draw parallel lines outside for children to practice skipping from and to a starting point at the end of the lines.



## Family Child Care

If space permits, invite children to use skipping as a means of transition from one place to another. Examples: children skip from outside to inside, skip from the bathroom to the table for lunch.

WEEK  
30

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 identify the name of the letter N.



## Key Concepts

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

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



## Materials Needed

\*Letter N card

Book of your choice for  
this week's repeated  
reading

Words We Understand  
chart from Days 1 and 3

\*Printables provided

**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 the letter N card.*]

- What is the name of this letter?
- Pop up if you have the letter N in your name!

N n

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

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

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.]*

## 3-5 YEARS

## Large Group



## Skill and Goal

## Number knowledge

## Measurement knowledge

Children will strengthen their understanding of how to collect, organize, and present information on a chart.



## Key Concepts

## Review: Most

Fewest

Length

Height

Longest

Shortest

Tallest



## Materials Needed

Charts from Days 1, 3, and 4

**BEGIN:** This week we worked together on charts and we also worked on our own charts. We are learning how to use a chart to organize and present information.

**EXPLAIN:** We made charts about shapes, colored beads, string, and our height. Let's take a look at our chart about shapes. Remember, we collected information about our favorite shapes.

[Display chart from Day 1.]

- ASK:**
- We know that when a group has the most of something, it has more than any other group. Which shape was the favorite of the most people? How do we know? (most sections with a dot)
  - Remember, when a group has the fewest of something, it has the smallest amount. Which shape was the favorite of the fewest people? How do we know? (fewest sections with a dot)

**EXPLAIN:** We also worked with a partner to make a chart about the number of different-colored beads in a cup.

**ASK:** How did we collect information about our beads? (we counted each color group)

**EXPLAIN:** Now let's look at our chart that shows the length of three different strings. We know that the length of something is how long it is.

[Display chart from Day 3.]

Our string chart has three parts. Let's describe each part as I point to it.

[Point to: strings hanging on the chart, sections colored in, card that says the length of the string.]

- ASK:**
- What did we learn when we organized our information about the three strings? (1. which string was the longest—bigger than the others, 2. which string was the shortest—smaller than the others, 3. the length of each string)
  - Let's look closely at the sections we colored in. Why is each section a different size? (because each section shows the length of the string hanging below it)

**EXPLAIN:** Yesterday we collected information about our height and organized our information on a chart. Remember, height means how tall something is. Let's look at our height chart.

[Display chart from yesterday.]

- ASK:**
- We know the word tallest means the biggest height. Who is the tallest person in our group?
  - How can we tell? (the card with the biggest number is the tallest person in our group)
  - Were any people in our group the same height?
  - How can we tell if some people in our group are the same height? (cards that have the same number are equal)

**RECAP:** There are many things we can learn by using a chart. First we need to collect our information. Next we organize our information on the chart. Our charts present what we learned. We are becoming chart experts!



### Scaffolding Tips

**Extra support** ■ If children seem uncertain about your discussion of working with different-colored beads, display some of the beads as a reminder. ■ When asking children about what was learned about the string chart, give hints if appropriate. Example: "What did we learn about the size of each string?"

**Enrichment** ■ Ask children to think of things they can count at home for a chart.

### 123 Center Activity

Provide \*individual charts and cups of colored pom-poms. Limit the number of colors to 3–4, with one color per cup. Invite children to choose a cup and then collect information by sorting the pom-poms by color. Encourage children to organize the number of pom-poms in each color (group) from least to most on the chart.

\*Printables provided



### Family Child Care

Invite children to share the charts with family members at pickup time. Ask them to explain how the information is organized.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of social environments

Children will strengthen their understanding of voting.



## Key Concepts

**Review:** Ballot  
Ballot box



## Materials Needed

Chart paper  
Writing tool  
\*Ballots—1 per child  
Stickers—1 per child  
Box for ballots



## Also Promotes

Mathematics

\*Printables provided



## Optional Reading

*Let's Vote on It!* by Janice Behrens

**BEGIN:** Yesterday we voted on a name for our teddy bear. Which name got the most votes?

**EXPLAIN:** Today we are going to practice voting again. We are going to vote on one toy we will have on a table during center time for today (or tomorrow).

[Display each possible item for table activity as you name it.]

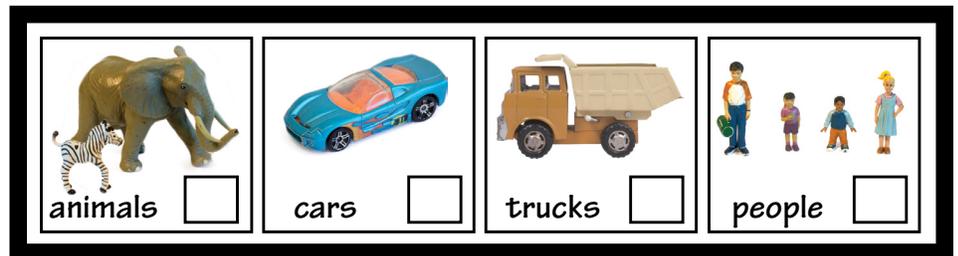
There are four different items we can have on a table for center time. They are toy animals, cars, trucks, and toy people figures. I will write the names of the items on this chart to help us remember.

[Say each item name as you write it. Leave room for adding marks under each name.]

animals	cars	trucks	people

We will each get to vote on one toy to have on a table to play with at center time. Whichever toy gets the most votes will be the winner.

We are going to use a ballot again. Remember, a ballot is a piece of paper that lists our choices. Our ballot shows each of the four toys we could play with on a table at center time. We will put a sticker under the toy we would like. Remember, we need to think carefully about our choices before we vote on something. Then we will put our ballot in the box.



[Display a ballot. Point to and say the four toy options. Emphasize the pictures to help children remember each toy. Point to the boxes on the ballot. Then demonstrate how to vote by placing a sticker in one box.]

Help children mark their ballot with a sticker. Then invite children to place their ballot in the ballot box.]

Now we are going to count the number of votes for each toy. I will take each ballot out of the box and look at which toy is marked. Then I will put a mark under the toy on our chart. When I have finished putting a



mark for each ballot, we can count how many votes there are for each toy. The toy with the most votes is the winner.

*[Describe your steps with several ballots. When all ballots have been recorded, encourage children to help you count the number of marks under each name. Write the number of marks next to each toy name.]*

**ASK:** Which toy has the most votes?

**EXPLAIN:** Remember, the toy with the most votes is the winner. (Toy) had the most votes. During center time today (tomorrow) we will be able to play with \_\_\_\_.

**RECAP:** Today we practiced voting again with a ballot. Together we decided which toy to add to play with on a table at center time.



### Scaffolding Tips

**Extra support** ■ If children have difficulty with the results of the voting process, help them to think of something good about the item that did win. Example: "You could pretend the animals are in a zoo."

**Enrichment** ■ Encourage children to describe why they like one toy more than the others.



### Center Activity

Provide the ballots used in today's activity. Invite children to sort the ballots into one of four piles organized by toys. Encourage children to count the number of ballots in each pile.



### Family Child Care

Invite family members to vote on something at home. Encourage children to share the results of the vote with others in your setting.

WEEK  
30

DAY  
5

# Moving Our Bodies



3-5 YEARS

Small Group



## Skill and Goal

### Motor development

Children will understand how to skip along a circle.



## Key Concepts

**Review:** Skip  
Hop



## Materials Needed

Masking tape



## Also Promotes

Self-Regulation

**Be Prepared:** Use tape to form a large circle that children can skip around. If children's skipping abilities and space permit, create two large circles next to (but not touching) each other. Connect the two circles with a straight piece of tape. A two-circle arrangement offers a more challenging activity of skipping around two circles plus a transition from one circle to the other circle.

Skipping in a circle is more challenging than the Day 4 activity of skipping along a straight line. In view of children's skipping abilities shown yesterday, you may wish to adapt today's activity in one of the following ways: (1) offer one circle only; (2) offer two straight lines (repeat Day 4) instead of a circle; (3) if space and additional adult help are available, offer two options for skipping practice: two straight lines (repeat Day 4) in one area and one separate circle in another area, with children selecting the option they prefer.

Similar to the Day 4 plan, arrange for a child or an adult with known skipping skills to demonstrate skipping.

**BEGIN:** Yesterday we learned how to skip. Let's look again at how we skip.

*[Invite volunteer child or adult to demonstrate skipping.]*

**ASK:** What is (name of skipper) doing to skip? (hopping and landing on one foot, then hopping and landing on other foot; body moves forward)

*[Adapt the explanation below to reflect your plan. See Be Prepared. Point to where skipping begins. You may wish for children to keep skipping around the circle as you offer variations suggested in the Enrichment tips.]*

**EXPLAIN:** Today we will practice skipping in a circle. I am standing at the place where we will begin skipping in our circle. I will tell you when to begin skipping. Each of us needs to wait for the person ahead of us to begin skipping before we start skipping.

Please remember to look ahead of yourself so you do not bump into the person ahead of you.

**ACT:** *[Encourage children to skip around the circle or whatever arrangement(s) you have created. Regulate the starting point of each child. Continue to practice skipping as time and child interest permit.]*

**RECAP:** Today we skipped in a circle. Yesterday we skipped in a straight line. Is it harder to skip in a circle or to skip in a straight line? Why?



### Scaffolding Tips

**Extra support** ■ When you explain that children need to wait for the person ahead of them to finish skipping before they start skipping, ask what would happen if everyone tried to start skipping around the circle at the same time? ■ Children who wore ribbons on their shoes yesterday may wish to do so again today (see Day 4 scaffolding tip). ■ Some children may prefer to hop or walk rather than skip.

**Enrichment** ■ Encourage children to skip around the circle two times and then leave the circle (to stand or sit in a different area). Another option is to randomly assign some children to skip two times and other children to skip three times around the circle. Children may wish to help themselves remember how many times they have skipped around the circle by holding up one finger for each time they go around the circle. ■ After several minutes of all children skipping around the circle, ask all children to stop skipping, turn around, and then skip in the opposite direction. Add additional variation by asking children to use large hops or small hops to skip in the opposite direction (everyone will need to use large or small hops).



### Center Activity

Use chalk to form a large circle outside. Invite children to move around the circle using a pattern of skip twice and hop twice.



### Family Child Care

Invite a school-age child to suggest an outside arrangement (with chalk or traffic cones) for skipping.