



## Language/ Literacy

### Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to make new words by taking away the beginning sound (onset) from the remaining sounds (rime) (Days 2, 4)
- The name, sound, written form, and uses of the letter G (Days 2–5)

123

## Mathematics

### Counting Things

- Practicing adding items to a group to make it larger (Days 1, 2, 4, 5)
- How to count on by counting blocks in two groups (Days 2, 5)
- Practicing taking away items from a group to make it smaller (Days 3–5)



## Self- Regulation

### Focusing & Remembering

- How to follow requests by listening and watching
  - *Sleeping, Sleeping, All the Children Are Sleeping* game (Day 1)
- How to follow requests by watching and remembering
  - *Conducting an Orchestra* game (Day 2)



## Social- Emotional

### Understanding Feelings

- How people might have different thoughts or feelings when doing the same thing (Day 3)



## Social Studies

### Exploring Time

- The concepts of yesterday, today, and tomorrow (Day 4)
- The concepts of morning and afternoon (Day 5)



## Creative Expression

### Doing Drama

- How to imitate characters in familiar nursery rhymes (Days 1–3)
- How to use a prop when imitating characters in familiar nursery rhymes (Day 3)



## Physical/ Health

### Moving Our Bodies

- How to kick a ball while standing (Day 4)
- How to take one step toward a ball and then kick it (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 and sound of the letter N.



## Key Concepts

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



## Materials Needed

\*Letter N 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 letter N card.]

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

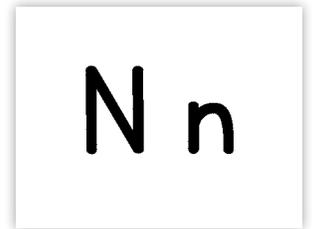
Letter N says /n/, just like in the word  
"numbers." /n/, /n/, numbers. Let's together say  
/n/, /n/, numbers.

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

**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?



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# Understanding Words *continued*



- Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.
  - o What does each word mean?
  - o How was each word used in today's book?]

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1

# Counting Things



3-5 YEARS

Large Group



## Skill and Goal

### Number knowledge

Children will understand a group of items gets larger when one or more items is added to the group.



## Key Concepts

**New:** Add



## Materials Needed

*Jack the Builder* by Stuart J. Murphy

12 small blocks or cubes



## Also Promotes

Language/Literacy

**BEGIN:** Today we will read a book called *Jack the Builder*. The author of our book is Stuart J. Murphy and the illustrator is Michael Rex.

[Display book cover.]

**ASK:** What do you think our book is about? (building a rocket with blocks, building in space)

**EXPLAIN:** This book is about adding blocks while we build something. Something gets larger when we **add** items to it. We will read the book as we work to build with blocks.

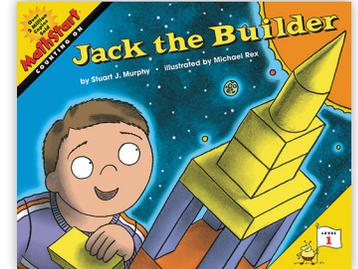
**ACT:** Please listen carefully so we know how many blocks to use when we build.

[As you read the book, pause as you invite volunteer children to build.

- After reading page five, invite a volunteer child to count out two blocks and then use the two blocks to begin building. Then ask the child what he/she made with the two blocks.
- Continue reading. As Jack adds more blocks, invite a different volunteer child to come to the front of the group and add the number of blocks stated in the book. Then encourage children to count the number of blocks all together. Point to each block as children count.
- Invite different volunteer children to add blocks through page 23. After building with 12 blocks, encourage children to listen only as you read the remainder of the book.]

**ASK:** What happened each time we added more blocks? (we had more, our tower got taller, etc.)

**RECAP:** Today we practiced adding blocks to a group of blocks. Each time we added more blocks, we counted to find the total number of blocks we had all together.





### Scaffolding Tips

**Extra support** ■ Note that the child in the book is using his imagination to build his structures. Children may benefit from a reminder of what it means to use our imagination: We can think of new or pretend things when we use our imagination. (Social-Emotional Week 13, Day 3)

**Enrichment** ■ Ask children how many more blocks they would need to have a given number of blocks. Example: "We have eight blocks. How many more blocks would we need in order to have a total of 10 blocks?"

### 123 Center Activity

As children build in the block center, encourage them to count each block that is added to a structure.



### Family Child Care

Encourage school-age children to read the book as younger children build with cups, dominoes, or Legos®.

# Focusing & Remembering

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Executive function

Children will regulate their behaviors in response to different oral and visual prompts.



#### Key Concepts

**Review:** Focus



#### Materials Needed

- \*3 pictures as shown
- 3 circles (see Be Prepared)
- 3 different circles with 3 different vehicle pictures (see Enrichment tip)

\*Printables provided

**Be Prepared:** Tape the picture of a snake on a green circle, the picture of a butterfly on a purple circle, and the picture of a dog on a brown circle. Keep the tape loose because the pictures will be removed during the activity.

If time permits, offer *The Freeze Game* from Week 30, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *The Freeze Game* from Week 30, Day 2. The game for today may be less challenging when offered again at a later point.

**BEGIN:** We are learning games that help us focus on what we are expected to do. What does it mean to focus on something? (concentrate on it)

Today we will play a game we've played before. We will play *Sleeping, Sleeping, All the Children Are Sleeping*.

**EXPLAIN:** Remember, in the *Sleeping, Sleeping* game we pretend we are sleeping on the floor. I will sing a song while we pretend to sleep. The song goes like this:

[Sing the song to your own tune.]

"Sleeping, sleeping, all the children are sleeping." Then I will say, "And when they woke up ... they were ...!" Each time I say, "And when they woke up ... they were ..." I will say a different animal.

We will play the game again with colored circles with animal pictures on them. This time we will use three different animals.

[Display each circle as you describe it.]

I have a green circle with a snake on it, a purple circle with a butterfly on it, and a brown circle with a dog on it. When I hold up the green circle, we will act like snakes. When I hold up the purple circle, we will act like butterflies. When I hold up the brown circle, we will act like dogs. Let's try it!

**ACT:** [Encourage children to lie in a sleeping position. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, hold up one of the circles and encourage children to act like the





*pictured animal. Try not to say what the animal is, however. Encourage children to look at the visual cue. Try this 2–3 times.]*

This time I am going to remove the pictures from the circles (or use the side without the animal picture). Each time I hold up a circle, we need to act like the animal that was on the circle before I removed the animal picture.

- We need to remember the animal that was on each circle.
- What animal was on the green circle? (snake)
- What animal was on the purple circle? (butterfly)
- What animal was on the brown circle? (dog)
- I will choose a different animal each time.

Let's try it!

*[Encourage children to lie in a sleeping position again. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, hold up one of the circles and encourage children to act like the animal that was previously on the circle. Try this 2–3 times. Play as long as time permits.]*

**RECAP:** Today we again played *Sleeping, Sleeping, All the Children Are Sleeping*. We changed the rules of the game.

- What parts of our body did we use to pay close attention during this game? (eyes, ears)
- During the game we moved like animals. What things changed during the game? (moved like different animals each time, used colored circles)
- What would happen if we didn't watch or listen carefully during the game? (we wouldn't know which animal to pretend to be)

### Scaffolding Tips

**Extra support** ■ If children need additional assistance in remembering the animal previously on the colored circle, say the animal name when you hold up the circle. ■ 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** ■ If children easily understand the rule changes, ask children to be a baby of the animal previously pictured. Example: After you've held up the brown circle, encourage children to act like a puppy. ■ Invite children to try another rule change for *Sleeping, Sleeping*: Use three different vehicles (car, train, boat) on colored circles.

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# Focusing & Remembering *continued*



## Center Activity

Invite children to continue playing *Sleeping, Sleeping*. Encourage children to take turns singing the song.



## Family Child Care

Send the new game rules home. Encourage children to explain the changes to family members at pickup time.

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

## 3-5 YEARS

## Small Group



## Skill and Goal

**Knowledge of creative processes**

**Skills that support creative expression**

Children will imitate characters in familiar nursery rhymes.



## Key Concepts

**Review:** Imitate  
Nursery rhyme



## Materials Needed

- \*"Little Boy Blue" card
- \*"Little Miss Muffet" card
- \*"Humpty Dumpty" card (see Enrichment tip)



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** We are learning how to use our voice, face, and body to tell a story. When we do drama, we are practicing how to imitate voices, facial expressions, and body movements. We know that imitate means to sound like or look like someone or something else.

**EXPLAIN:** Today we are going to imitate characters in nursery rhymes we may know. Remember, a nursery rhyme is a short story or song that can be funny.

I am going to read a nursery rhyme, and then we will imitate a character in the nursery rhyme.

**ACT:** [*Display card for "Little Boy Blue." Read the nursery rhyme. Point to images, such as the haystack, when they are mentioned in the rhyme.*]

**ASK:** What did Little Boy Blue do in the rhyme? (slept)

**EXPLAIN:** We can use our voice, our facial expressions, and our body movements to imitate someone or something else.

**ASK:** How could we imitate Little Boy Blue? (pretend to sleep)

**EXPLAIN:** Let's listen to the nursery rhyme one more time.

**ACT:** [*Encourage children to imitate what Little Boy Blue is doing in the nursery rhyme as you read it.*]

**EXPLAIN:** We used body movements to imitate Little Boy Blue. We pretended to be sleeping, just like Little Boy Blue.

Now let's listen to another nursery rhyme. This nursery rhyme is called "Little Miss Muffet."

**ACT:** [*Display card for "Little Miss Muffet." Read the nursery rhyme. Point to Miss Muffet on her tuffet and to the spider*

**Little Boy Blue**

Little boy blue  
Come blow your horn.  
The sheep's in the meadow  
The cow's in the corn.  
Where is the boy  
Who looks after the sheep?  
He's under the haystack fast asleep.



Yelm  
Early Learning Matters

Creative Expression (Week 31, Day 1)  
Little Boy Blue

**Little Miss Muffet**

Little Miss Muffet  
Sat on a tuffet,  
Eating her curds and whey.  
Along came a spider  
Who sat down beside her  
And frightened Miss Muffet away.



Yelm  
Early Learning Matters

# Doing Drama *continued*



when mentioned in the rhyme. Explain that a “tuffet” is a type of seat (footstool), and “curds and whey” are the lumps and liquid in cottage cheese.]

- ASK:**
- What did Miss Muffet do in the rhyme? (sat, ate, ran away)
  - What animal frightened Miss Muffet? (spider)
  - How could we imitate Little Miss Muffet? (pretend to eat, look frightened, run away)

**EXPLAIN:** Let’s listen to the nursery rhyme one more time.

**ACT:** [Encourage children to imitate what Little Miss Muffet is doing in the nursery rhyme as you read it.]

**EXPLAIN:** We used our voices, facial expressions, and body movements to imitate Little Miss Muffet.

- ASK:**
- How did we use our voice to imitate Little Miss Muffet? (yelled in fright)
  - How did we use our face to imitate Little Miss Muffet? (made a scared face)
  - How did we use our body to imitate Little Miss Muffet? (sat down, pretended to eat, pretended to run away)
  - How could we imitate the spider in the nursery rhyme?

**RECAP:** Today we imitated the characters in two nursery rhymes. It is fun to use our voices, facial expressions, and body movements to imitate someone or something!



## Scaffolding Tips

**Extra support** ■ Children may benefit from a reminder that “imitate” means to sound like or look like someone or something else. ■ If children need more support in imitating a character, discuss the character(s) on the card. Example: “What is Little Miss Muffet doing in this picture? Can you do what Little Miss Muffet is doing?”

**Enrichment** ■ Display the poster for “Humpty Dumpty” (Language and Literacy Week 4, Day 2) and ask children how we could imitate Humpty Dumpty.



## Center Activity

Provide \*cards used in the activity plan. Encourage children to continue imitating the characters as they say the nursery rhymes aloud.

\*Printable provided

WEEK

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1

# Doing Drama *continued*



## Family Child Care

Invite parents to participate with their children in imitating nursery rhymes at pickup time.

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Source of Little Boy Blue nursery rhyme: Baring-Gould, W. S., & Baring-Gould, C. (1962). *The annotated Mother Goose nursery rhymes old and new, arranged and explained*. New York: Clarkson N. Potter, Inc.

Source of Little Miss Muffet nursery rhyme: Baring-Gould, W. S., & Baring-Gould, C. (1962). *The annotated Mother Goose nursery rhymes old and new, arranged and explained*. New York: Clarkson N. Potter, Inc.

Source of Humpty Dumpty nursery rhyme: Elliott, J., Dalziel, G., Fraser, E., Green, E., Griset, T., Houghton, F., . . . Dalziel Brothers, engraver. (1898). *National nursery rhymes and nursery songs*. United Kingdom: Routledge.



## 3-5 YEARS

## Small Group



## Skill and Goal

Phonological awareness  
Letter knowledge

Children will identify the word made by taking away the initial sound (onset) from the remaining sounds (rime). Children also will identify and name the letter G.



## Key Concepts

**Review:** Beginning sound



## Materials Needed

- \*Letter G card
- Chart paper
- Writing tool
- Children's name cards
- List of children's first names for display to children

\*Printables provided

**BEGIN:** Today we are going to play another game with words. We will play this game by taking away a sound from a word to make a completely different word.

[Be sure to pause briefly between the two parts of each word offered below.]

**EXPLAIN:** Listen carefully as I say a word: /b/-all. I'll say it again: /b/-all.

**ASK:** What word am I saying? (ball)

**EXPLAIN:** Now I will take away the beginning sound of the word "ball" to make a new word. Remember, we call the first sound we hear the beginning sound of a word. The beginning sound in the word "ball" is /b/. I will take away the /b/ sound from the word "/b/-all." Listen to the new word: "all." I took away the /b/ sound from the word "ball" to make the new word "all."

Let's try another word. Listen carefully as I say "/p/-in."

**ASK:** What is the word? (pin)

**EXPLAIN:** Now let's take away the beginning sound of the word "pin" to make a new word. The beginning sound is /p/.

**ASK:** What new word do we make when we take away the /p/ sound from the word "/p/-in"? (in)

**EXPLAIN:** Our new word is "in." We took away the /p/ sound from the word "pin" to make the word "in." Let's try some more.

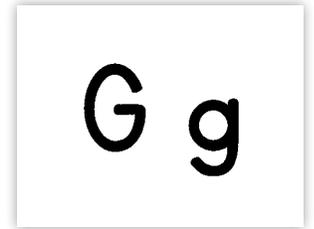
**ACT:** [Continue the above procedure for children to make a new word by taking away the beginning sound of a word. Offer as many of the following words as possible, depending on time and child interest. Use a mixture of ending sounds (all, in, ice) based on children's responses.]

Rimes	all	in	ice
	c-all	f-in	m-ice
	w-all	b-in	n-ice
	f-all	t-in	l-ice
	h-all	w-in	d-ice
	m-all	s-in	r-ice
	t-all		



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

*[Display letter G card.]*



**ASK:** Does anyone know the name of this letter?

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

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

This is an uppercase G.

We can also write the letter G like this.

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

This is a lowercase g.

We are learning about making a graph in math. We know that a graph is used to organize and present information. The word “graph” begins with the letter g. I will write the word “graph” on our chart. I am going to write “graph” with a lowercase (small letter) g.

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

Let’s all say the word “graph.”

*[Invite a volunteer child to point to the letter g in the word “graph.”]*

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

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

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

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

**RECAP:** Today we took away a sound from a word to make a completely different word.

We also learned about the letter G. What word begins with the letter g? (graph)



## Scaffolding Tips

**Extra support** ■ If children need assistance in identifying the new word, segment the word using a long pause between the onset and rime. Ball, for example: "I will take away the /b/ sound from the beginning of the word "/b... all, /b/... all."

**Enrichment** ■ Try making new words by including blends. Examples: /ch/-/air/, /sh/-/are/.



## Center Activity

Provide \*picture cards that make a new word when the beginning sound is taken away. Examples: man, fin, dice, cup, cat, fan, hat, pan, and van. Encourage each child to choose a card and name the picture. Then invite children to say the word without the beginning sound. Adult guidance may be needed.

\*Printables provided



## Family Child Care

Try today's activity with the word family "am." Example: Let's take away the beginning sound of the word 'ham' to make a new word. The beginning sound is /h/. What new word do we make when we take away the /h/ sound from the word '/h/-am'? (am) Our new word is 'am.' We took away the /h/ sound from the word 'ham' to make the word 'am.'" Try the following words: j-am, P-am, y-am, S-am, r-am.

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will count on when adding items to a group.



## Key Concepts

**New:** Count on

**Review:** Add  
Die



## Materials Needed

- 6 red blocks or cubes
- 6 blue blocks or cubes
- Tray
- Die

**BEGIN:** Today we will practice making a group of blocks larger. Remember, when we add items to a group, the group gets larger.

*[Organize blocks by color. Set them next to the tray.]*

**EXPLAIN:** I have a tray and some blocks. There are two different colors of blocks: red blocks and blue blocks. I also have a die. Remember, each side of a die has a different number of dots.

*[Display different sides of the die and point to the number of dots.]*

*Place one red block on the tray.]*

**ASK:** How many blocks are on the tray? (one)

**EXPLAIN:** We have a group of one red block. We will take turns rolling the die. The die will tell us how many blocks to add to our group of blocks. Remember, when the die stops rolling, we count the number of dots on the side that is facing up. The number of dots on the die will tell us how many blocks to add. We will add blue blocks.

We will count out the number of blue blocks that matches the number of dots on the die. Then we will add the blue blocks to our tray and count how many blocks we have all together. I will go first so you can see how to play.

*[Roll the die and count the number of dots on the die you rolled. Say the number aloud.]*

I rolled a \_\_\_\_\_. I will make a group of \_\_\_\_\_ blue blocks.

*[Count aloud the number of blue blocks that matches the number of dots on the die. Place the group of blue blocks next to the one red block on the tray.]*

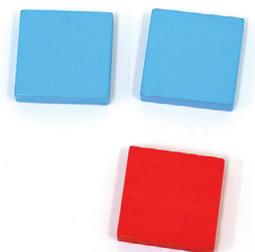
We have two groups of blocks on our tray. One group has one red block. Our other group has \_\_\_\_\_ blue blocks.

Let's find out how many blocks we have all together on our tray.

**ASK:** How can we do that? (count them all together)

**EXPLAIN:** We find out the number of blocks on our tray by counting on. When we **count on** we start with the largest group of items and then count the number of items in the other group.

*[Point to each block as you lead children in counting the blue blocks.]*



**ASK:** How many blue blocks do we have?

**EXPLAIN:** Let's begin with the number of blue blocks and count on to add our red block.

*[Begin with the number of blue blocks and count on to add the red block. Example: "We have two blue blocks. We will start counting with two. 2, 3.]*

**ASK:** How many blocks do we have all together?

*[Remove the blocks from the tray.]*

**ACT:** Now we will try it again. Each of us can have a turn. This time let's start with our red blocks. We can make a group of red blocks larger by adding blue blocks. Let's roll our die for each group of blocks.

*[Invite a child to roll the die.]*

- What number did you roll?
- Let's make a group of red blocks that matches the number of dots on the die. How many red blocks do we need?

*[If appropriate, help child create a group of red blocks by encouraging child to count each one.]*

- Let's put the group of red blocks on the tray.
- Now we need to roll the die to determine how many blue blocks we need.

*[Invite a second child to roll the die.]*

- What number did you roll?
- Now we are going to make a group of blue blocks that matches the number of dots on the die. How many blue blocks do we need?

*[If appropriate, help child create a group of blue blocks by encouraging child to count each one.]*

Let's put the group of blue blocks on the tray.

Now we need to find out how many blocks we have all together. We will first count the largest group of blocks.

- Which group is the largest?
- How many blocks are in our largest group?

Let's start with that number and count on to see how many blocks we have all together.

*[Model counting on as you begin counting with the largest group of blocks. Example: "We have a group of four red blocks and a group of two blue blocks. We begin*

*counting with the number four and then count on to our group of blue blocks. 4, 5, 6. We have six blocks all together!"*

*Repeat by beginning with zero blocks on the tray. Provide each child with a turn rolling the die and adding blocks to the tray. Encourage all children to count on. Continue as time permits.]*

**RECAP:** Today we worked with blocks and a die. We practiced adding blocks to a group. What happens to a group when we add items? (the group gets larger) We are learning how to count on. We started by counting the number of blocks in our largest group. Then what did we do? (kept counting the number of blocks in our other group)



### Scaffolding Tips

**Extra support** ■ As you count on, ask children to say the number in the original group. Then invite children to point to the blocks with you as you count on. ■ Children may need help counting dots on the die. Point to each dot as you count. Encourage individual children to do the same while holding the die. ■ The plan adds challenge to the activity by encouraging children to roll the die to determine the number of blocks in each of the groups. Each group may have more than one block. If children would benefit from more experience in counting on to a group of one block, repeat the first round, as many times as appropriate, with different children. Invite children to roll the die for each of the two groups when it appears they are ready to count on to a group with more than one block.

**Enrichment** ■ Each time the die is rolled, ask children if they know how many dots there are by looking and not counting. ■ If children readily understand the concept of counting on, invite them to lead the other children in counting on while pointing to each block as it is counted. ■ Use a die with larger numbers, such as an 8- or 10-sided die. Add to your supply of blocks accordingly.

### 123 Center Activity

Provide materials used in today's activity. Invite children to take turns rolling the die and adding the corresponding number of blocks to the tray.



### Family Child Care

Try this activity throughout the day with other items. Example: "Janel, I see that you are playing with two toy animals. I have three toy animals. I have a group of three toy animals, and you have a group of two toy animals. Let's begin with my group of three toy animals and count on to see how many toy animals we have all together."

WEEK  
31

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# Focusing & Remembering



3-5 YEARS

Large Group



## Skill and Goal

### Executive function

Children will regulate their behaviors in response to different oral and visual prompts.



## Key Concepts

**Review:** Orchestra  
Conduct



## Materials Needed

Classroom musical instruments—1 per child  
Baton or stick

**Be Prepared:** If time permits, offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 31, 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 *Sleeping, Sleeping, All the Children Are Sleeping* from Week 31, Day 1. The game for today may be less challenging when offered again at a later point.

**BEGIN:** Today we will play *Conducting an Orchestra*. This game helps us to concentrate on what we need to do.

**ASK:** How do we play *Conducting an Orchestra*?

**EXPLAIN:** Remember, an orchestra is a group of people who play certain kinds of musical instruments together.

**ASK:** What does someone do when they conduct an orchestra? (lead it)

**EXPLAIN:** So, when someone conducts an orchestra, they lead a group of people playing certain kinds of musical instruments.

**ACT:** [Give each child a musical instrument. Instruments may include drums, bells, triangles, rhythm sticks, etc. Provide children with a few moments to play their instruments.]

I will be the conductor, and you will be the orchestra. When I wave the baton slowly, we will play our instruments slowly. Then when I wave the baton quickly, we will play our instruments quickly.

What should we do when I stop waving the baton? (stop playing our instruments)

Let's try it.

[Wave the baton slowly as children play the instruments slowly. After a few seconds, wave the baton quickly. Wait for children to begin playing quickly before you begin waving the baton slowly again. Continue for several minutes as children practice playing quickly, slowly, and stopping while watching the baton.]

Now we are going to change the game a little. This time when I wave the baton, we will stop playing our instruments. Then when I stop waving the baton, we will begin playing our instruments.

- What should we do when I wave the baton? (stop playing our instruments)
- What should we do when I stop waving the baton? (begin playing our instruments)



[Hold the baton still and encourage children to play their instruments. After a few seconds, begin waving the baton and encourage children to stop playing their instruments. Wait for children to stop playing their instruments before you stop waving the baton again. Continue practicing with the rule changes for several minutes.]

**RECAP:** Today we again played *Conducting an Orchestra*. We changed the rules of the game.

- What part of our body did we use to pay close attention during this game? (eyes)
- What changed during the game? (played instruments when baton stopped, stopped playing instruments when baton was moving)
- What would happen if we didn't watch carefully during the game? (we wouldn't know when to start and stop playing our instruments)



### Scaffolding Tips

**Extra support** ■ Say aloud the words “stop” or “start” if children need an additional oral reminder of the action to be completed when the rules have been changed. ■ If children seem unclear about the baton movements, use your arm in an expansive way to communicate the prompt.

**Enrichment** ■ If children easily grasp the rule change, shorten the length of time between starting and stopping. ■ Invite children to try another rule change for *Conducting an Orchestra*: Play instruments quietly when the baton moves slowly, and play instruments loudly when the baton moves quickly.



### Center Activity

Invite children to continue playing *Conducting an Orchestra*. Encourage children to take turns waving the baton. Ensure the baton does not have a pointed or sharp tip. A soft stick-like item may be used as a baton.



### 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.

## 3-5 YEARS

## Large/Small Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will imitate characters in familiar nursery rhymes.



## Key Concepts

Review: Imitate



## Materials Needed

\*"Jack Be Nimble" card

\*"Jack and Jill" card



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** Yesterday we imitated characters in nursery rhymes. We know that imitate means to sound like or look like someone or something else. We imitated with our voices, facial expressions, and body movements. What was one of the nursery rhymes we imitated?

**EXPLAIN:** Today we are going to imitate characters in two more nursery rhymes. One of our nursery rhymes for today has more than one character. We can choose which character we want to imitate.

**ACT:** [*Display card for "Jack Be Nimble." Read the nursery rhyme.*]

- ASK:**
- Who is the character in this nursery rhyme? (Jack)
  - What does Jack do in the rhyme? (jump over a candlestick)
  - How could we imitate Jack using our body? (pretend to jump over a candlestick)

**ACT:** [*Encourage children to imitate Jack jumping over a candlestick as you read the rhyme again.*]

**EXPLAIN:** Let's listen to another nursery rhyme. This nursery rhyme has two characters in it. We can decide which character we want to imitate.

**ACT:** [*Display card for "Jack and Jill." Read the nursery rhyme. Explain that "fetch" means to go get something and bring it back, and "crown" is another word for head.*]

- ASK:**
- Who were the characters in this nursery rhyme? (Jack and Jill)
  - What did the characters do in this nursery rhyme?
  - How could we imitate Jack? (walk up a hill, fall down)
  - How could we imitate Jill? (walk up a hill, tumble down)

## Jack be Nimble

Jack be nimble.  
Jack be quick.  
Jack jump over the candlestick.



reIm  
Early Learning Matters

## Jack and Jill

Jack and Jill went up the hill,  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.



reIm  
Early Learning Matters

# Doing Drama *continued*



**EXPLAIN:** Both of the characters went up the hill and both of the characters fell down. We can imitate Jack or Jill. It is your choice. All of us do not need to imitate the same character. Remember, we can use our body, facial expression, and voice when we imitate.

**ACT:** [*Encourage each child to imitate his/her chosen character as you read and display the rhyme card.*]

- ASK:**
- What did we do with our bodies to imitate one of the characters in the rhyme? (walked up a hill, fell down)
  - How did we imitate Jack or Jill's facial expression?
  - How did we imitate Jack or Jill's voice?

**RECAP:** Today we used two nursery rhymes to practice imitating different characters.



## Scaffolding Tips

**Extra support** ■ If children need additional support in determining how they should imitate each character, invite them to take a look at each card and describe what they see in the picture. Example: "What kinds of expressions do you see on the faces of Jack and Jill? (happy face, sad face, scared face) How would you imitate their facial expressions?"

**Enrichment** ■ Encourage children to pretend to be Jack during the first reading and Jill during the second reading. Ask children whether and how they imitated each character in different ways.



## Center Activity

Provide several nursery rhyme books on tape. Invite children to imitate the character(s) while listening to the nursery rhymes.



## Family Child Care

Choose other familiar rhymes children like. Read or tell these rhymes to the children and invite them to imitate the characters in the rhymes.

Source of Jack Be Nimble nursery rhyme: Crane, W., Gilbert, J. S., McConnell, W., Tenniel, J. S. Weir, H., & Zwecker, J. B. (1891). *Mother Goose's nursery rhymes: A collection of alphabets, rhymes, tales, and jingles*. London: George Routledge & Sons. Retrieved from <http://tinyurl.galegroup.com.ezproxy.lib.purdue.edu/tinyurl/58z434>

Source of Jack and Jill nursery rhyme: Elliott, J., Dalziel, G., Fraser, E., Green, E., Griset, T., Houghton, F., . . . Dalziel Brothers, engraver. (1898). *National nursery rhymes and nursery songs*. United Kingdom: Routledge.

WEEK  
31

DAY  
3

# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

Oral language

Letter knowledge

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



## Key Concepts

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

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



## Materials Needed

\*Letter G 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 G card.]

What is the name of this letter?

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

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

G g

**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.

# 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 grows into the dirt. Have you ever seen the root of a plant? What was it like?”*
  - *“Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something.”]*

## 3-5 YEARS

## Large Group



## Skill and Goal

## Number knowledge

Children will understand a group of items gets smaller when we take away one or more items from the group.



## Key Concepts

**New:** Take away

**Review:** Add



## Materials Needed

10 blocks or cubes of the same color

Tray

Die

**Be Prepared:** The activity today assumes you use a die with a maximum of six dots on one of its sides and a total of 10 blocks. Based on your understanding of the counting skills of children in your classroom, you may wish to use a die with fewer dots (example: one and two dots) and/or fewer than 10 blocks, from which children take away blocks.

**BEGIN:** We know that a group of items gets larger when we add items to the group.

**ASK:** What happens to a group of items when we take away some of the group's items? (gets smaller)

**EXPLAIN:** Today we will practice taking away items. When we **take away** items from a group, the group gets smaller. Let's say the rhyme "Ten Little Monkeys" as we practice taking away.

*[Say the rhyme together using your fingers as the monkeys. Each time a monkey bumps its head, put down a finger. Then count the number of fingers left.]*

Our group of fingers got smaller each time we took away a monkey!

Today we will use blocks to play a game. I have a tray, some blocks, and a die.

*[Place 10 blocks of the same color on the tray.]*

Let's count the number of blocks on the tray.

**ACT:** *[Point to each block as you lead children in counting together the number of blocks on the tray.]*

**EXPLAIN:** Today we will take turns rolling the die and taking away blocks from the group of blocks on the tray. The number of dots on the die will tell us how many blocks to take away. I will go first so you can see how to play.

*[Roll the die and count the number of dots on the die you rolled. Say the number aloud.]*

I rolled a \_\_\_\_\_. I will take away \_\_\_\_\_ blocks from the group of 10 blocks on the tray.

*[Count aloud the number of blocks that matches the number of dots on the die. Remove one block each time a number is said aloud. Example: "A four was rolled on the die. Four blocks need to be taken away from the tray." Count aloud four blocks as you remove them one at a time: "One" (remove a block), "two" (remove a block), "three" (remove a block), "four" (remove a block).]*

Now we need to determine how many blocks are left on the tray.

**ACT:** *[Point to each block remaining on the tray as you lead children in counting together.]*

- How many blocks do we have left?
- Is our group of blocks smaller than it was before we took away \_\_\_ blocks?

*[Again, place 10 blocks on the tray.]*

Now we need a volunteer to roll the die so we can practice taking away.

*[Invite a volunteer child to roll the die and point to the dots rolled as each dot is counted aloud.]*

- What number did you roll?
- How many blocks do we take away from our group of 10 blocks?

*[Encourage the volunteer to remove one block each time a number is said aloud.]*

- How many blocks are left on the tray?
- How do you know?
- Is our group of blocks smaller than it was before we took away \_\_\_ blocks?

*[Continue asking a new volunteer to roll the die and help take away the blocks as all children count together. Continue as time allows.]*

**RECAP:** Today we practiced taking away blocks from a group by playing a game with blocks and a die. What happens to a group when we take away items? (the group gets smaller)



### Scaffolding Tips

**Extra support** ■ Each time volunteers take away blocks and the remaining group of blocks is counted, point out that the group of blocks gets smaller when blocks are taken away.

**Enrichment** ■ Each time the die is rolled, ask children if they know how many blocks will be on the tray after the group of blocks is taken away. Example: "We rolled a four. How many blocks will be left in our group of 10 blocks after we take away four blocks?"

### 123 Center Activity

Provide materials for the game played during today's activity. Invite children to take turns rolling the die and taking away the corresponding number of blocks from a group of blocks on the tray.

WEEK

31

DAY

3

# Counting Things *continued*

123

Mathematics



## Family Child Care

Practice the skill of taking away as children eat a snack. Example: "How many grapes do you have on your plate, Bayne?" After the child eats one or several grapes: "How many grapes are left on your plate?"

# We Understand Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge Perspective-taking

Children will deepen their understanding of empathy and what someone else may be thinking or feeling.



#### Key Concepts

**Review:** Empathy



#### Materials Needed

*Last Stop on Market Street*  
by Matt de la Peña



#### Also Promotes

Language/Literacy

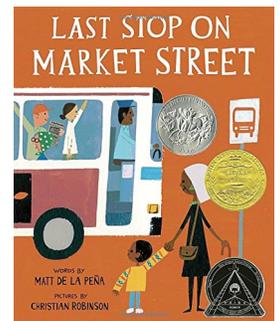
**BEGIN:** Today we will talk about how people might feel when they can't have something or do something like other people.

- Have you ever wished you could have something that other people have?
- Have you ever wished you could do something that other people get to do?

[*Display book cover.*]

**EXPLAIN:** We are going to read a book today about a boy named CJ. Our book is called *Last Stop on Market Street*. It was written by Matt de la Peña.

On the cover of our book, CJ is waiting for a bus with his grandmother.



- ASK:**
- What do you think CJ might be thinking?
  - What do you think his grandmother might be thinking?

**EXPLAIN:** We know that sometimes people can be doing the same thing but have different feelings about what they are doing. Let's see if CJ and his grandmother feel the same way about going somewhere.

**ACT:** [*Read the book. Point to and describe illustrations directly related to the text. After reading the book, explore questions such as the following:*]

- CJ and his grandmother walked and stood in the rain. CJ saw his friend getting in a car and asked his grandmother why they didn't have a car. How do you think CJ felt when he saw his friend getting in a car? (sad, disappointed) CJ's grandmother was happy to have a bus to ride.
- CJ felt sorry for himself as he looked out the window while riding the bus. Why do you think he felt sorry for himself? (because his friends never had to go somewhere after church) Have you ever had to go somewhere you didn't want to go?
- When CJ saw two older boys get on the bus listening to music, he wished he had a music player too. Have you ever wanted something you couldn't have?
- CJ's grandmother said he didn't need a music player because he could listen to the man playing his guitar. How do you think CJ felt as he listened to the man playing the guitar? (happy, thankful)
- Sometimes we can understand how someone is feeling because we also have felt that way. Do you have empathy with CJ? Why?

WEEK

31

DAY

3

# We Understand Feelings *continued*



**RECAP:** Today we talked about what CJ was thinking and feeling as he traveled somewhere with his grandmother. CJ felt sorry for himself. Did his grandmother feel sorry for herself?



## Scaffolding Tips

**Extra support** ■ If children seem unclear about CJ's thoughts and feelings, read again passages that show CJ's reactions. Example: When CJ saw the boys with the music player he said, "Sure wish I had one of those."

**Enrichment** ■ Encourage children to tell their ideas about why CJ and his grandmother had different feelings about riding the bus. (CJ thought about what other people had or could do, his grandmother was thankful for what she had)



## Center Activity

Provide the book used during today's activity. Encourage children to retell the story.



## Family Child Care

Invite school-age children to tell about their experiences of not having something they wanted. Younger children may wish to tell their experiences as part of the discussion. Are children's experiences similar to CJ's thoughts or feelings?

## 3-5 YEARS

## Large/Small Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will use a prop to imitate characters in familiar nursery rhymes.



## Key Concepts

**New:** Prop

**Review:** Imitate



## Materials Needed

\*"Three Little Kittens" card

Mittens—1 per child



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** We are pretending to imitate characters in nursery rhymes. What do we do with our bodies when we imitate someone or something else? (make facial expression, make voice sound like someone else, move our body in different ways)

**EXPLAIN:** Today we are going to imitate characters in the "Three Little Kittens" nursery rhyme.

**ACT:** [Display and read the card for "Three Little Kittens." Point to each of the kittens, the mother cat, and the mittens when you mention each.]

- ASK:**
- Who are the characters in this nursery rhyme?
  - What happened? (lost mittens, found mittens)
  - How could we imitate the mother cat?
  - How could we imitate the kittens?

**EXPLAIN:** The kittens had mittens on their paws but lost them. Then they found their mittens.

[Display mittens.]

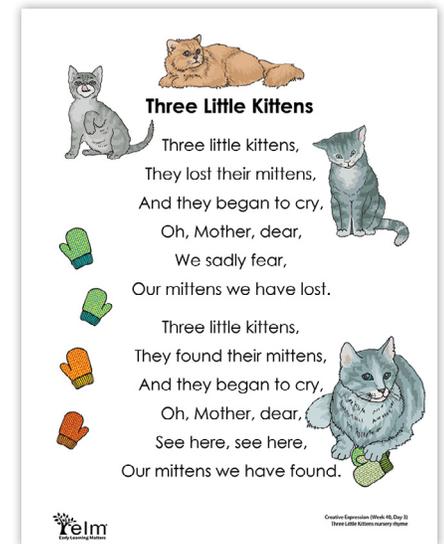
Sometimes we use something called a prop when we do drama. A **prop** is an object that helps us tell a story. A mitten can be a prop for the "Three Little Kittens" nursery rhyme. We can use a mitten to imitate what happened in the rhyme.

- ASK:**
- How could we use these mittens to help us imitate what happened to the kittens?
  - How could we imitate the mother cat? (frown, smile)

**EXPLAIN:** We are going to imitate the characters in this nursery rhyme. Each of us can decide which character we want to imitate. We can be the mother cat or one of the kittens. Please raise your hand if you want to be a kitten so I can give you a mitten.

[If all children want to be kittens, an adult can imitate the mother cat, frowning and smiling at the appropriate time.]

**ACT:** [Encourage children to imitate the kittens/mother cat as you display and read the card.]





- ASK:**
- What sorts of things did you do with your body as you imitated the characters in the nursery rhyme? (lost mittens, found mittens)
  - How did you imitate the characters' facial expressions?
  - How did you imitate the characters' voices?

**RECAP:** Today we used mittens to help us to imitate losing and then finding mittens. The mitten was a prop that helped us imitate what happened to the kittens!



### Scaffolding Tips

**Extra support** ■ Some children may not be familiar with a mitten. Describe its use—to keep hands warm in cold weather—when introducing the rhyme. ■ Offer a quick summary at the end of reading the rhyme if it appears some children are struggling to understand what happened. ■ If children need additional support in determining how they should imitate each character, invite them to take a look at the card and remind them of what happened in the nursery rhyme. Encourage children to imitate the actions you suggest. Example: “The three little kittens began to cry when they lost their mittens. Can you pretend to cry?”

**Enrichment** ■ Invite children to say with you the words to the nursery rhyme. Encourage children to use different voices when saying the words. Examples: Use a crying voice and then a happy voice. ■ Ask the following question: “Why did the kittens cry when they found their mittens?”



### Center Activity

Provide nursery rhyme cards from this week. Encourage children to continue to imitate characters in the nursery rhymes. Consider taking the cards outside and encourage children to imitate the characters where they have more space to move.



### Family Child Care

Take pictures of children as they imitate the characters in the nursery rhyme. Hang the pictures in your setting for children and families to see.



## 3-5 YEARS

## Large Group



## Skill and Goal

Phonological awareness  
Letter knowledge

Children will identify the word made by taking away the initial sound (onset) from the remaining sounds (rime). Children also will understand the name and sound of the letter G.



## Key Concepts

**Review:** Beginning sound



## Materials Needed

- \*Letter G card
- \*4 letter G picture cards
- Chart from Day 2
- Children's letter journals
- Writing tools—1 per child
- List of children's first names for display to children
- \*Printables provided

**BEGIN:** On Day 2 we played a game with words. We took away the beginning sound of a word to make a completely different word. We know that we call the first sound we hear the beginning sound of a word. Let's play the game today with different words.

*[Be sure to pause briefly between the two parts of each word offered below.]*

**EXPLAIN:** Listen carefully as I say a word: /g/-oat. I'll say it again: /g/-oat.

**ASK:** What word am I saying? (goat)

**EXPLAIN:** Now I will take away the beginning sound of the word "goat" to make a new word. The beginning sound in the word "goat" is /g/. I will take away the /g/ sound from the word "/g/-oat." Listen to the new word: "oat." I took away the /g/ sound from the word "goat" to make the new word "oat."

Let's try another word. Listen carefully as I say "/b/-ill."

**ASK:** What is the word? (bill)

**EXPLAIN:** Now let's take away the beginning sound of the word "bill" to make a new word. The beginning sound is /b/.

**ASK:** What new word do we make when we take away the /b/ sound from the word "/b/-ill"? (ill)

**EXPLAIN:** Our new word is "ill." We took away the /b/ sound from the word "bill" to make the word "ill." Let's try some more.

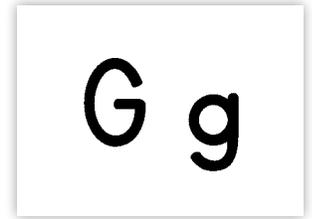
**ACT:** *[Continue the above procedure for children to make a new word by taking away the beginning sound of a word. Offer as many of the following words as possible, depending on time and child interest. Use a mixture of ending sounds (oat, eat, ill, and, ink) based on children's responses.]*

Rimes	oat	eat	ill	and	ink
	g-oat	b-eat	f-ill	b-and	p-ink
	b-oat	s-eat	p-ill	h-and	r-ink
	c-oat	h-eat	d-ill	l-and	s-ink
		m-eat	b-ill	s-and	w-ink
		n-eat	h-ill		l-ink

**EXPLAIN:** Let's learn more about the letter G.

[Display letter G card.

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



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

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

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

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

**ASK:** What is our word that begins with the letter G? (graph)

**ACT:** The letter G says /g/, just like at the beginning of the word "graph." /g/, /g/, graph. Let's say that together: /g/, /g/, graph.

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



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

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

[Help children by suggesting other words that begin with g. Examples: gallop, game, give, garden.]

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

Demonstrate and describe how to mark the uppercase letter G on your chart paper.]

# Understanding Letters *continued*



We use two lines to make an uppercase G. We begin by making a curved line that almost closes and then a short line across.

[Give each child his/her letter journal.]

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

**RECAP:** Today we took a sound away from a word to make a completely different word.

We also learned that the letter G says /g/, just like at the beginning of the word “graph.” We made the uppercase (big) letter G in our letter journal. Let’s say together the sound the letter G makes, (/g/).



## Scaffolding Tips

**Extra support** ■ If children need assistance in identifying the new word, segment the word using a long pause between the onset and rime. Example: goat—“I will take away the /g/ sound from the beginning of the word, “/g/... oat, /g/... oat.” ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

**Enrichment** ■ Say a word from the list above. Invite children to say the beginning sound of the word, and then say the word without the beginning sound. ■ If a child indicates his/her name begins with a G that does not have a /g/ sound (examples: George, Gisella), explain that some letters make more than one sound. Example: “Some letters make more than one sound. G is one of those letters. You are right, your name starts with the letter G and it sounds like (initial sound of child’s first name).” ■ Some children may be interested in your demonstrating and describing how to make a lowercase g. Example: “A lowercase g is made with a curved line and then a straight line that curves at the bottom.”



## Center Activity

Write the word “it” on a note card. Supply \*letter cards b, f, h, l, p, s. Invite children to add a letter card to the beginning of “it” to make a new word. Example: b-it = bit. Adult help may be necessary.

\*Printables provided



## Family Child Care

Encourage children to sing the song, "If You Think You Know This Word" to family members at pickup time. Provide children with both parts of a word and see if family members can guess the word. Example: Whisper in a child's ear, "See if your parent can guess this word as you sing the song: /b/-oat." Then ask children to say the new word made when the beginning sound is taken away. (oat)

**If You Think You Know This Word**

(Sing to the tune of *If You're Happy and You Know It*)



If you think you know this word, shout it out! (**b-oat**)

If you think you know this word, shout it out! (**b-oat**)

If you think you know this word,

Then tell me what you've heard,

If you think you know this word, shout it out! (**b-oat**)

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will add items to a group to make the group larger, and take away items from a group to make the group smaller.



## Key Concepts

**Review:** Count on  
Take away  
Zero



## Materials Needed

10 small manipulatives  
(see Be Prepared)  
Cup



## Optional Reading

*Fish Eyes* by Lois Ehlert

**Be Prepared:** Today's activity involves 10 small manipulatives (counters, small blocks, etc.) and additions/subtractions of up to four items at a time. Based on your understanding of the counting skills of children in your classroom, you may wish to use a smaller number of items. Example: Begin with two items, add one, add one more, then add two more for a total of six items. Take away two items, then one item, then one more item, and finally take away the remaining two items.

**BEGIN:** Let's say a rhyme called "Ten Yummy Apples." When we say the rhyme, let's hold up one of our fingers for each of the apples.

[Say the rhyme first, and then lead children in saying the rhyme together. Prominently display your finger actions.]



## Ten Yummy Apples

Ten yummy apples sitting in a tree,  
Red ones, yellow ones, just for me.

The wind blew the tree with a swooshing sound,  
And one yummy apple came tumbling down!  
Nine yummy apples sitting in a tree...



**EXPLAIN:** Today we will add and take away items from a group. Let's begin with a group of three items.

**ACT:** [Place three items in front of you. Encourage children to count the items as you point to each.]

Now we will add one more item. When we add one more item, we will count on to find how many items we have all together. Remember, when we count on, we start with the largest group of items and then count the number of items in the other group.

[Invite a volunteer child to form a second group by placing one more item near, but not part of, the group of three items. Begin with the group of three items and then count on to the second group to determine how many items there are all together. Example: "Let's begin with the group of three items. 3, 4."]

How many items do we have now? (four) We have four items.

[Combine the two groups so the four items are in one group together.]

We started with three items. Then we added a group of one more item. We have four items all together.

Now we will make a group of two items.

*[Invite a volunteer child to form a second group by placing two more items near, but not part of, the group of four items. Begin with the group of four items and then count on to the second group to determine how many items there are all together. Example: "Let's begin with the group of four items. 4, 5, 6."]*

How many items do we have now? (six)

*[Combine the two groups so the six items are in one group together.]*

We had four items. We added a group of two more items. We have six items all together. Our group of items gets larger each time we add more items.

Now we will make a group of four items.

*[Invite a volunteer child to form a second group by placing four more items near, but not part of, the group of six items. Begin with the group of six items and then count on to the second group to determine how many items there are all together. Example: "Let's begin with the group of six items. 6, 7, 8, 9, 10."]*

How many items do we have now? (10)

*[Combine the two groups so the 10 items are in one group together.]*

We have 10 items! Our group of items got larger each time we added more items.

Now let's take away two of our items.

*[Invite a volunteer child to take away two items and place the two items in a cup. Encourage children to count the remaining items together.]*

How many items do we have now? (eight) We have eight items!

Did our group of items get smaller or larger when we took away some items? (smaller)

Remember, a group of items gets smaller when we take away items from the group. A group of eight items is smaller than a group of 10 items.

Now let's take away four more items.

*[Invite a volunteer child to take away four items and place the four items in a cup. Encourage children to count the remaining items together.]*

How many items do we have now? (four) We have four items left!

Our group of items got smaller when we took away four items from our group. A group of four items is smaller than a group of eight items.

- What will happen when we take away the four items we have left? (group will have no items)
- How many items will we have then? (zero)

[Invite a volunteer child to take away four items and place the items in a cup.]

Remember, zero means none. We have zero items left!

**RECAP:** Today we used (item name) to practice counting. What happened to our group of (item name) when we added more items? (it got larger) What happened to our group when we took away items? (it got smaller) Our group of items got so small that we had zero items left!



### Scaffolding Tips

**Extra support** ■ Help children take away items by asking the volunteer child to point to, count, and then physically move each item from the group to the cup.

**Enrichment** ■ Children may be ready to learn that another word for taking away is subtraction.

■ Ask children if they are able to tell how many items we will have when adding or taking away without counting. Then ask children to tell the new amount before adding more items or before taking away items.

### 123 Center Activity

Supply counters and a basket. Invite one child in a pair of children to take a small handful of counters from the basket and count each counter. Then ask the other child in the pair to take away counters from the first child's handful of counters. Ask the pair of children to count together how many counters are left in the first child's hand.



### Family Child Care

Pair school-age children with younger children to practice adding and taking away. Encourage the older child to help the younger child count each time they add or take away items.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Concepts of time

Children will understand the concepts of yesterday, today, and tomorrow.



## Key Concepts

**New:** Yesterday  
Today  
Tomorrow



## Materials Needed

Chart (see Be Prepared)  
Pictures of activities done yesterday (see Be Prepared)  
Pictures of activities done today (see Be Prepared)  
Index cards  
Drawing tool

**Be Prepared:** Prepare a three-section chart (see sample in activity plan). Post pictures of activities done yesterday in the “yesterday” section of the chart. Take pictures of activities done today (prior to this lesson) that will be posted to the “today” section of the chart during today’s activity. If you are unable to take or print pictures, draw 2–3 simple pictures of activities done yesterday on index cards and place them in the “yesterday” section of the chart. Also, rather than posting pictures in the “today” section of the chart, draw simple pictures of things done today on index cards and place them in the “today” section of the chart during today’s activity.

**BEGIN:** [Display three-section chart.]

I have a chart with pictures (drawings). There are pictures of some things we did yesterday. **Yesterday** was the day before today.

yesterday	today	tomorrow

**ASK:** What do you remember about the activities shown in our pictures?

[Help children recall and discuss the pictured activities.]

**EXPLAIN:** [Point to the word “yesterday” on the chart.]

This word on our chart says “yesterday.” The pictures of some things we did yesterday are under the word “yesterday.” This part of our chart shows activities we did the day before today.

**ASK:** What else did we do yesterday?

**EXPLAIN:** [Point to the words “today” and “tomorrow” on the chart as you describe each.]

This word says “today.” **Today** is this very day. This part of our chart has a place for pictures (drawings) of some activities we did today.

I am going to place in this section of our chart some pictures of activities we did today.

[Place 2–3 pictures or draw pictures of 2–3 activities done today.]

**ASK:** What do you remember about the activities shown in pictures of things we did today?

**EXPLAIN:** Our chart also has a place for pictures (drawings) of things we might do tomorrow. **Tomorrow** is the day after today.

**ASK:** What are some things we might do tomorrow?





*[Encourage children to discuss things they may do tomorrow. Draw on 2–3 index cards simple drawings of things children think they may do tomorrow. Place the index cards in the “tomorrow” section of the chart.]*

**EXPLAIN:** Let’s look again at our chart and talk about things we did yesterday and today, and may do tomorrow.

*[Discuss each picture (or drawing) in each section of the chart. Remind children that yesterday was the day before today, today is this very day, and tomorrow is the day after today.]*

**RECAP:** Today we talked about yesterday, today, and tomorrow. We looked at pictures (drawings) of things we did yesterday. We placed pictures (drawings) of things we have done today. We drew pictures of things we may do tomorrow.



### Scaffolding Tips

**Extra support** ■ Children may benefit from a reminder of the meanings of “before” and “after” if they seem unclear about the concepts of yesterday and tomorrow (Self-Regulation Week 1, Day 1).

**Enrichment** ■ Encourage children to think about things they did at home yesterday and today, and things they may do at home tomorrow.



### Center Activity

Provide index cards and drawing tools. Invite children to draw pictures of things they have done today that are not depicted on the chart. Post the drawings in the “today” section of the chart.



### Family Child Care

School-age children may enjoy making a book about yesterday, today, and tomorrow. Encourage children to draw pictures of things done yesterday and today, and things they may do tomorrow. Compile the drawings into a book and place the book in your book center for all children to enjoy.



## 3-5 YEARS

## Small Group



## Skill and Goal

## Motor development

Children will understand how to kick a ball from a stationary position.



## Key Concepts

**New:** Kick

**Review:** Next to



## Materials Needed

Large soft balls (if outside)—1 per child

Large foam balls or punch ball balloons (if inside)—1 per child

Ribbons (see Extra Support tip)



## Also Promotes

Self-Regulation

**Be Prepared:** This activity takes place outside. If done indoors, use a foam ball or other type of ball that does not travel far. If one ball per child is not available, adapt the activity for children to take turns kicking. The focus of this activity is on connecting a child's foot with the ball from a stationary position. There is no expectation that children will kick the ball any noticeable distance. Arrange for the help of another adult, if possible.

**BEGIN:** [*Throw one of the balls gently in the air and catch it.*]

- Who remembers when we practiced throwing?
- What parts of our body did we use to throw a ball away from us? (hands, arms)

**EXPLAIN:** Today we will use our feet to move a ball away from us. We call this kicking a ball.

We **kick** a ball by using our foot to touch the ball so the ball moves away from us.

**ACT:** [*Place ball on ground/floor in front of you. Demonstrate actions as you describe each.*]

We do four things to kick a ball.

First we look at the ball. We want to make sure we do not miss the ball when we try to kick it.

Next we decide which foot we want to use to kick the ball. We call this our kicking foot. Let's all point to the foot we would want to use for kicking a ball.

[*Pause for children to point to their kicking foot. Follow-up prompt, if needed: "What foot do you want to kick with?"*]

Now let's all point to the foot we are not going to kick with. This foot will stay on the ground/floor when we kick the ball with our other foot.

The third thing we do is put the foot we are not going to kick with next to the ball. Remember, one way to be next to something is to be by its side. We want this foot to be on the ground/floor to support our body when we kick with our other foot.

What do you think is the last thing we do? (kick the ball)

We kick the ball with the inside of our foot. Please watch me point to the inside of my foot.

[*Point to the middle part of the inside of your kicking foot.*]

Let's all touch the inside of our foot we will use to kick the ball.

# Moving Our Bodies *continued*



*[Encourage children to bend at the waist or partially squat to touch the inside of their kicking foot.]*

Please watch me do the four things for kicking a ball.

*[Demonstrate and describe the four steps. Kick the ball gently from a stationary position.]*

**EXPLAIN:** We are going to practice kicking a ball while standing. We will not walk or run to kick the ball. We want to practice having the inside of our kicking foot touch and move the ball away from us. We are not trying to kick the ball as far as we can.

**ACT:** Now it is your turn to kick a ball. Are we trying to kick a ball as far as we can? (no) We want to practice moving the ball with the inside of our kicking foot.

*[Before distributing balls to children, explain your plan for children to collect balls after they are kicked so no one is hit by a ball. Consider having children take turns in an indoor setting to prevent confusion. Provide verbal guidance to individual children as appropriate. Provide repeated practice experiences as time permits.]*

**RECAP:** Today we learned how to kick a ball while standing. The first thing we do is look at the ball. What might happen if we do not look at our ball before trying to kick it? (might miss it when we move our foot) What part of our kicking foot do we use to move the ball? (inside part of our foot)



## Scaffolding Tips

**Extra support** ■ If a child has difficulty remembering which foot is their kicking foot, tie a ribbon on the shoe that the child wants to use for kicking. It is fine if children wish to try kicking with their other foot. ■ Children may benefit from a review (including a demonstration) of the meanings of “inside” and “away.”

**Enrichment** ■ Invite children to kick the ball with their other foot. ■ Ask what sports games involve kicking a ball. (football, soccer, rugby)



## Center Activity

Provide continued practice with kicking in the outside area. Designate a place for children to practice kicking. Use cones to help children know the space boundaries.

WEEK

31

DAY

4

# Moving Our Bodies *continued*



## Family Child Care

If toddlers want to participate, encourage them to roll the balls instead of kicking.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs*. Champaign, IL: Human Kinetics.

# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

### Oral language

#### Letter knowledge

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



## Key Concepts

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

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



## Materials Needed

\*Letter G card

Book of your choice for  
this week's repeated  
reading

Words We Understand  
chart from Days 1 and 3

\*Printables provided

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

**BEGIN:** [Display letter G card.]

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

Letter G says /g/, just like in "graph." /g/, /g/, graph. Let's together say /g/, /g/, graph.

G g

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

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

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

WEEK

31

DAY

5

# Understanding Words *continued*



Language/  
Literacy

- *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.]*

**Be Prepared:** If you used smaller numbers of items than suggested in the activity plans for this week, make appropriate adjustments in the numbers reviewed today.

## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Number knowledge

Children will add items to a group to make the group larger and take away items from a group to make the group smaller. Children also will strengthen their understanding of how to count on.



#### Key Concepts

**Review:** Add  
Take away  
Count on



#### Materials Needed

Tray  
12 blocks of the same color  
Die



#### Optional Reading

*Quack and Count* by Keith Baker

**BEGIN:** This week we practiced adding items to a group and taking away items from a group. We know that a group gets larger when we add items to a group. What happens to a group when some of its items are taken away? (the group gets smaller)

**EXPLAIN:** Let's use a die and blocks to practice counting on. Remember, when we count on, we start with the number of items in the largest group and then count the items in the other group. Let's try counting on again.

**ACT:** [Place five blocks on a tray. Count together the group of five blocks as you point to each block counted. Roll a die and add the corresponding number of blocks to the tray in a separate group. Count on by starting with the largest group. Example: "We have five blocks. Let's begin with five and count on to add our other group of blocks. 5, 6, 7, 8. We have eight blocks all together!" Try this 2–3 times. Begin each time with a different number of blocks. Invite volunteer children to lead the counting. Explain that \_\_\_ blocks have been added to the tray. Explain that we can use counting on to find out how many blocks we have on our tray.]

**ASK:** What happened to the group of blocks when we added more blocks? (it got larger)

**EXPLAIN:** Now let's practice taking away some blocks.

**ASK:** What happens to a group if we take away some items? (it gets smaller)

**EXPLAIN:** Let's start with 10 blocks on our tray. Our die will tell us how many blocks to take away from our group.

**ACT:** [Invite a volunteer to roll a die and point to the dots rolled as they are counted aloud.]

- What number did you roll?
- How many blocks do we need to take away from our group of 10 blocks?  
[Encourage the volunteer to remove one block each time a number is said aloud.]
- How many blocks are left on the tray?
- How do you know?

- Is our group of blocks smaller than it was before we took away \_\_\_ blocks?

[Practice adding and taking away with different numbers of blocks as time and child interest permit.]

**RECAP:** This week we practiced adding items to a group by counting on and taking away items from a group. We know that when we add items to a group, the group gets larger. When we take away items from a group, the group gets smaller.



### Scaffolding Tips

**Extra support** ■ Use two different colors of blocks (as done in prior counting on activities this week) if the current plan's use of one color of block seems too challenging. ■ Encourage children to point and count with you.

**Enrichment** ■ Ask children how many blocks we would have if we added two more (or took away two).

### 123 Center Activity

Supply a small basket of craft pom-poms and dice. Invite children to roll a die and count out the corresponding number of pom-poms from the basket. Encourage children to roll the die again and add the corresponding number of pom-poms to the original group by counting on. After each child has rolled twice, invite them to roll one more time and take away the corresponding number of pom-poms.



### Family Child Care

As families pick up their children, use the opportunity to help children practice adding and taking away. Example: "There were five people in our house. Now your mom is here. How many people are in our house now? How many people will we have when you leave?"



## 3-5 YEARS

## Large Group



## Skill and Goal

## Concepts of time

Children will understand the concepts of morning and afternoon.



## Key Concepts

**New:** Morning  
Afternoon

**Review:** Yesterday  
Today  
Tomorrow



## Materials Needed

Chart paper (see Be Prepared)

\*9 morning or afternoon chart pictures as shown (see Be Prepared)

3-section chart from Day 4

\*Printables provided

**Be Prepared:** Prepare a two-section chart with Morning on one side and Afternoon on the other side (see sample in activity plan). Pictures of activities that typically occur in the morning or in the afternoon (3–4 each) are provided, but you are encouraged to use pictures that are specific to your classroom. You also may wish to make duplicate pictures of activities that happen in both morning and afternoon so the activity may be placed in both places on the chart.

**BEGIN:** Yesterday we talked about yesterday, today, and tomorrow. These are three different days. Yesterday was the day before today. What do we call the day that happens after today? (tomorrow)

**EXPLAIN:** [Display two-section chart of Morning and Afternoon and point to each section as you describe it.]

Today we will talk about morning and afternoon. Morning and afternoon are two parts of the same day. Please look at our chart. This part of our chart says Morning. The other part of our chart says Afternoon.

Morning	Afternoon

**ASK:** When is morning?

**EXPLAIN:** [Point to each section of the chart as you discuss it.]

**Morning** is the first part of the day. The sun rises in the morning. Morning comes before lunch. **Afternoon** is the second part of the day. Many people think that afternoon is the time that happens after we eat lunch. Let's pretend the line in the middle of our chart means lunchtime. Morning comes before lunch, and afternoon comes after lunch.

I have some pictures of activities that happen in the morning and some pictures of activities that happen in the afternoon. Let's put the pictures on our chart. If the picture shows something that usually happens in the morning, we will put the picture in the section called Morning. We will put the picture in the section called Afternoon if it shows something that usually happens in the afternoon.

**ACT:** [Display picture of boy waking up in the morning.]

Let's look at a picture of a boy waking up in his bed at home.

Would this happen in the morning or in the afternoon?





*[Invite a volunteer child to place the picture in the morning section of the chart after it has been discussed. Continue this procedure with a different volunteer placing each picture as you discuss morning and afternoon.]*

**RECAP:** Morning is the first part of the day. Morning happens before lunch. Afternoon is the second part of the day. When does afternoon happen? (after lunch) We put on our chart some pictures of activities that happen in the morning and activities that happen in the afternoon.



### Scaffolding Tips

**Extra support** ■ If children seem unclear about the “morning” and “afternoon” labels in deciding where a picture should be placed on the chart, it may be helpful to ask: “Do we usually do this activity before we eat lunch?” “Do we usually do this activity after we eat lunch?” ■ Children may benefit from a reminder of the meanings of before and after (introduced in Self-Regulation Week 1, Day 1 and also reviewed in Math Week 21, Day 1). ■ Explain that some activities may happen in both the morning and the afternoon. Examples: outdoor playtime in the morning and outdoor playtime in the afternoon; circle time in the morning and circle time in the afternoon.

**Enrichment** ■ Invite children to describe other activities that often happen in the morning or in the afternoon, and to point on the place on our chart where we would put a picture of the activity they describe. ■ Share with children that afternoon ends at evening. Evening is a time when many people eat supper and some people finish a day of working at their job. ■ Explain that the word “afternoon” is a compound word. Invite children to say the two words that make up the word “afternoon.”



### Center Activity

Provide a large picture of a sunrise in the housekeeping center. Encourage children to act out what would happen in the morning at their homes.

WEEK  
**31**

DAY  
**5**

# Exploring Time *continued*



## Family Child Care

Invite school-age children to draw pictures of activities to include (on the chart) that happen in the morning and afternoon. Label each activity at the bottom of the drawing.

# Moving Our Bodies



Physical/  
Health

## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Motor development

Children will understand how to kick a ball from a moving position.



#### Key Concepts

**Review:** Kick



#### Materials Needed

Large soft balls (if outside)—1 per child

Large foam balls or punch ball balloons (if inside)—1 per child

Length of rope or jump rope (if outside)



#### Also Promotes

Self-Regulation

**Be Prepared:** This activity is conducted outside. Place the rope (kicking line) on a grassy area. If conducting this activity indoors, use tape as the kicking line and a foam ball or other ball that does not travel far. If one ball per child is not available, adapt the activity for children to take turns kicking. Arrange for an adult to help with the activity, if possible.

**BEGIN:** [*Display a ball in front of you.*]

Yesterday we practiced kicking the ball with a foot. We kicked the ball while standing.

**ASK:** [*Use questions, such as the following, to encourage children to tell you the actions for each step. Demonstrate each action. If children offer partial or incorrect information, ask a follow-up question intended to lead to the correct response. Example: If children say “kick” in response to your second question (What do I do next?), ask: What foot would I use?*]

Please help me remember how we kick a ball.

- What do I do first? (look at the ball)
- What do I do next? (decide which foot to use for kicking)
- What do I do with my other foot? (put non-kicking foot next to the ball)
- I think I’m ready to kick the ball. What part of my foot do I use to kick the ball? (inside)

**EXPLAIN:** [*Display rope.*]

Today we will use the rope as our kicking line. The kicking line is where we place our ball to kick it.

I will hand you a ball when it is your turn. Place your ball on the kicking line and kick it the way we learned yesterday. We are practicing how to use the inside of our foot to touch and move the ball away from us. We are not trying to kick the ball as far as we can.

**ACT:** [*Encourage children to kick the ball from a stationary position. Describe your plan for children to retrieve the ball they kick. Practice kicking from the kick line several times. Offer guidance as needed. At the conclusion of this practice, ask children to place their ball on the line.*]

**EXPLAIN:** Now we are going to practice kicking the ball while we are moving. Sometimes we need to move our body toward a ball so we can kick it. Today we will take one step forward before we kick our ball. We will step with our foot that we do not use for kicking the ball.

Let me show you.

# Moving Our Bodies *continued*



*[Point to and say which foot you will use for kicking. Remind children we call this our kicking foot. Then point to and say which foot you will use for taking one step. Remind children we do not kick with this foot. Then demonstrate taking one step with your non-kicking foot and then kicking the ball gently with your kicking foot. Describe your actions, including kicking with the inside of your kicking foot.]*

**ACT:** *[Pause after each of the following action requests and provide verbal guidance if needed.]*

Now it is your turn to take one step and then kick the ball.

- Please take one step back from our kicking line.
- Let's all point to our kicking foot.
- Let's all point to the foot we will use for taking one step.
- Now it is time to take one step forward and then kick the ball with our other foot. Remember, we call this our kicking foot.

*[Provide verbal guidance as necessary. Describe your plan for children to retrieve their ball. Practice taking one step and then kicking, as time permits. Be sure children move back one step from the kicking line prior to practicing.]*

**RECAP:** Today we practiced taking one step toward a ball and then kicking it. What do we call the foot we use for kicking? (kicking foot)



## Scaffolding Tips

**Extra support** ■ Children may need focused help with using one foot for taking one step and using the other foot for kicking. One option is to encourage children to practice taking one step toward the ball. It is fine for children to pause when they reach the ball (after taking one step) to think about which foot to use for kicking. Consider putting a ribbon on this foot. ■ Some children may benefit from repeating the Day 4 practice of kicking the ball from a stationary position. ■ Some children may need a reminder (including a demonstration) of what the following words mean: back, forward, other.

**Enrichment** ■ Encourage children to take two or three steps back and then move forward two or three steps to kick the ball.

WEEK

31

DAY

5

# Moving Our Bodies *continued*



## Center Activity

Provide continued practice with kicking outside. Designate a place for children to practice kicking. Use a variety of balls for children to kick. Ask children if they notice any difference when they kick different balls. Is one ball easier to kick than another? Does any ball travel farther than the others?



## Family Child Care

If toddlers want to participate, encourage them to roll the balls instead of kicking.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs*. Champaign, IL: Human Kinetics.