



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)
- The name, sound, written form, and uses of the letter I (Days 2–5)



Mathematics

Counting Things

- Using counting on to add two groups of items (Days 1–5)



Self- Regulation

See Physical/Health and Social Studies



Social- Emotional

See Social Studies



Social Studies

Exploring Where We Live

- How rooms can be different when we move to another home (Days 1, 5)
- How family belongings are unpacked and put where they belong (Days 2, 5)
- Ways to become familiar with a new neighborhood and make new friends (Days 3–5)



Science

Exploring Earth and Space

- Characteristics of rain (Day 1)
- Characteristics of snow (Day 2)
- Characteristics of clouds and wind (Day 3)



Physical/ Health

Moving Our Bodies

- Practicing throwing a ball up in the air (Day 4)
- Practicing catching a ball (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 Q.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter Q 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 Q card.]

The word “quietly” begins with this letter. What is the name of this letter?

Letter Q says /q/, just like in the word “quietly.”
/q/, /q/, quietly. Let's together say /q/, /q/, quietly.

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

Q q

EXPLAIN: Now let's read a book!

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

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

3-5 YEARS

Large/Small Group



Skill and Goal

Number Knowledge

Children will use counting on to add two groups of items. Children also will strengthen their understanding that a group gets larger when one or more items are added to it.

For Option 2



Key Concepts

New: Suit

Review: Add
Count on
Scales



Materials Needed

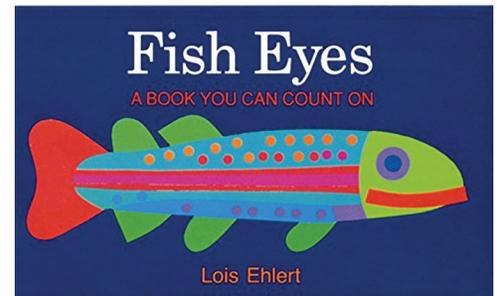
Counters—10 per child and adult

Fish Eyes: A Book You Can Count On by Lois Ehlert

Option 1: Offer the Week 31, Day 1 activity to review adding.

Option 2: Support children in using counters to practice counting on as part of reading a book about fish.

Display the book cover and explain that our book will help us practice counting. The group of fish in our book keeps getting larger. We will use counting on with counters (circles). We will pretend each counter is one fish.



Distribute 10 counters to each child. Invite each child to put a counter in front of him/her. Explain that we will pretend the counter in front of us is called “me” in our book. As we read the book, we will put other counters near (but not next to) the counter we pretend is “me.” The one counter (me) is always a group of one in today’s activity. Demonstrate each action with your own group of 10 counters.

On each page that adds more fish to the group, encourage children to (a) form a group that has the same number of counters as the number of fish added in the book, and (b) count the total number of counters in front of them after the book gives the total number of fish in the group. Example: When the text describes “one green fish,” lead children in placing one counter near (but not next to) the counter that we pretend is “me.” After the book text says “one green fish plus me makes two,” pause to engage children in counting the two groups (one each) together. As more fish are added, always begin counting the larger group and move to the group of one counter (me). Example: after “three smiling fish” are introduced in the book, children form and count a group of three fish and then count on to the one “me” fish. This corresponds to the book text of “three smiling fish and me makes four.”

As you read the book, emphasize how the group gets larger when more fish join it. A group gets bigger when we add items to it. Also, point out that “me” is the small brown fish on pages that count fish.

When you read about a “suit of scales” in the opening segment of the book, explain that a **suit** is a set of clothes that are worn together. But fish wear a “suit of scales,” not a suit of clothes. Remind children that we know fish scales are thin, flat, and hard pieces of skin (Science Week 13, Day 1).

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will understand that rooms can be different when we move to another home.



Key Concepts

New: Familiar



Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: We are learning what it means to move to a new home. Today let's talk about how the rooms of a home can be different when we move.

[Display picture of kitchen with furnishings.]

ASK:

- What things do you see in this picture of a family's kitchen? (table, chairs, etc.)

[Display picture of same kitchen without furnishings.]

- Here is a picture of the same kitchen. What is different in this picture of the same room? (no table, no chairs, etc.)
- What do you think happened to the things that were in the kitchen in the first picture? (packed up, being transported to new home)



EXPLAIN: [Display picture of a different kitchen without furnishings.]

Here is a picture of the kitchen in the family's new home. The family's things have not been unpacked and put in the new home. The kitchen in the new home is empty. It is ready for the new family to arrive.



ASK: [Display side by side the pictures of the empty kitchens. Point to the "new" kitchen when described below.]

- What is similar in these two kitchens?
- What is different in these two kitchens?
- Where do you think the family might put some of their things in the kitchen in the new home?

EXPLAIN: People who move to a new place need to become familiar with how things work. **Familiar** means to know about a place or thing. We are familiar with our classroom. We know where we eat, where to find the bathroom, where to put a dirty tissue, and where our play centers are located.

Children need to become familiar with a different home. One thing children need to know about a new home is where the light switches are located and how to turn lights on and off.



ASK: What are some other things children need to know about a new home? (where doors to the outside are located, where trash goes, where recyclables go, where to put dirty clothes, where bikes are stored)

RECAP: The rooms in a new home are usually different than the rooms in the home a family used to live in. We talked about some things children need to learn about a new home. What do you think is the most important thing a child should learn about a different home?



Scaffolding Tips

Extra support ■ Explain that sometimes refrigerators and stoves stay in a kitchen. The family that moves will probably find a refrigerator and stove in their new home. ■ Explain that rooms in a house may look similar to each other with no furniture, but look very different when furniture is added.

■ Remind children that similar means that things may be like each other, but not the same.

Enrichment ■ Invite children to describe how rooms or places in the home of a relative, friend, or neighbor are similar to and different from corresponding rooms in their own home.



Center Activity

Provide used packing materials (cardboard, packing paper, bubble wrap). Set up a recycling center for sorting packing materials into bins or containers. Encourage children to talk about ways the materials might be used again or made into something different. Example: used for art.



Family Child Care

Invite children to “visit” different rooms in your setting and identify things that are similar and different in comparison to their own home.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand characteristics of rain.



Key Concepts

New: Thunder
Lightning
Flood



Materials Needed

*2 pictures as shown

*Printables provided

BEGIN: Sometimes we play a game called *It's Raining, It's Pouring*. What kinds of sounds do we pretend to make in our game? (wind, raindrops, heavy rainstorm)

EXPLAIN: This week we will learn about several kinds of weather. Rain is a kind of weather.

Water falls from the sky when it rains. We know that plants need water to grow. Rain is a good thing for the plants in fields and gardens. The rain also adds water to rivers, lakes, and streams.

Rain can create a puddle of water on the ground, sidewalk, or street.

ASK: Have you ever seen or walked through a puddle of water? Tell us about it.

EXPLAIN: Sometimes a lot of rain comes down at the same time. We call this a heavy rain. A heavy rain is like the sky pouring a lot of rain on the earth. The word "pouring" is in the name of our game *It's Raining, It's Pouring*.

We might hear a loud noise during a heavy rain. A loud noise during a heavy rain is called **thunder**. We pretend to make the sound of thunder when we play our game *It's Raining, It's Pouring*. Remember, we clap our hands loudly and then say "bam, pow!"

We might also see a flash of light in the sky during a heavy rain. This flash of light is called **lightning**.

[Display picture of a thunderstorm with lightning.]

- ASK:**
- Have you ever seen lightning in a heavy rain?
 - What did it look like?

EXPLAIN: We need to stay in a safe place during a heavy rain that has lightning. We should go inside a building we know, like our house or our center.

Sometimes places can get too much rain. There can be a flood when there is too much rain.

[Display picture of a flood.]



Eric Hamiter/wikimedia/(CC BY-SA 2.0)



A **flood** happens when rivers and lakes rise too high because there has been so much rain. Land and streets can be covered in a lot of water. Sometimes even cities and towns can become flooded. Look at what is happening to the houses in this picture of a street flooded with water.

[If time permits:]

Let's play *It's Raining, It's Pouring* to remind us of the sounds of thunder and lightning we may hear when it rains.

ACT: [Lead children in playing *It's Raining, It's Pouring*. This can be found in *Self-Regulation Week 21, Day 1*.]

RECAP: Today we talked about rain. We know that rain is very important because water helps plants to grow. We learned that a heavy rain might have thunder and lightning. What should we do to stay safe during a heavy rain with thunder and lightning? (go inside a building we know)



Scaffolding Tips

Extra support ■ Lead children in the actions for making pretend raindrops and thunder noises if it seems children would benefit from a reminder of these sounds. ■ You may wish to find recordings of a thunderstorm on the Internet to help children better understand the sounds of lightning and thunder.

Enrichment ■ If some children have seen or experienced a flood, encourage them to talk about it.



Center Activity

Place books about rain and thunderstorms in the library center for children to explore. Examples: *National Geographic Readers: Storms!* by Miriam Busch Goin, *Come On, Rain!* by Karen Hesse, *Rain (Seasons with Grandad)* by Sam Usher.



Family Child Care

Obtain a rain gauge. Explain how it is used and place it outside. Encourage children to help keep track of the rainfall over a period of time.



3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify and name the letter I.



Key Concepts

Review: Inch



Materials Needed

Chart paper

*Letter I card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn a different letter of the alphabet.

[Display letter I card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase I.

We can also write the letter I like this.

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

This is a lowercase i.

We know that when we measure how big something is, we can measure it in inches on a ruler. The length of the space from one number to the next number on a ruler is called an inch.

The word "inch" begins with the letter i. I will write the word "inch" on our chart. I am going to write "inch" with a lowercase (small letter) i.

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

Let's all say the word "inch."

[Invite a volunteer child to point to letter i in the word "inch."]

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

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

If no one in the group has a first name beginning with the letter I, say "No one popped up because no one has a name that starts with the letter I." 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 I.

I i

Understanding Letters *continued*



If a child indicates there is a letter l 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 i that appears somewhere else in a child's name.]

RECAP: Today we learned about the letter l. What word begins with the letter i? (inch)



Scaffolding Tips

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

Enrichment ■ Invite children to get into groups of three and make the letter l with their bodies.



Center Activity

Provide *letter picture cards familiar to children. Encourage children to name letters and the sounds they make in each word.

*Printables provided



Family Child Care

Place letter manipulatives children are familiar with in a sensory table or tub. Encourage children to find letters and name each letter and its sound. School-age children may enjoy finding letters that spell a word they know. Example: "I am going to find the letters c, a, and t and make the word 'cat.'"

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding of how to count on when adding two groups of items.

For Option 2



Key Concepts

Review: Add
Count on



Materials Needed

Counters—12 per child pair and adult
2 dice

Option 1: Offer the Week 32, Day 1 activity to review adding and counting on.

Option 2: Engage children in using dice to form two groups of counters that they then add together by counting on.

Open the session by reminding children how to add two groups of items together by counting on. (We start with the number of items in the larger group and then count on to the group with fewer items.)

Invite a volunteer child to demonstrate with counters.

Describe today's activity by inviting two other volunteer children to demonstrate rolling a die and forming a group of counters that matches the number of items on the top of the die. First, encourage a child to roll a die, count the number of dots facing up on the die, say again the number rolled, and form a group of counters that matches the number of dots on the side of the die facing up. Second, encourage another child to repeat this process, forming a separate but nearby group of counters based on the number rolled. Third, invite all children to point to the group that has the most counters. Encourage all children to count aloud with you as you point to each counter in the larger group. Emphasize how you use the number of counters in the larger group to count on to counters in the second group. (If the two groups have the same number of counters, remind children what it means when things are equal. Begin counting with the group that was formed first.)

Form pairs of children and give 12 counters to each pair. Invite children to engage in the process demonstrated and described at the beginning of the activity. Encourage both children in a pair to count aloud together during the counting on segment of their task. Continue until all children have had an opportunity to roll a die, form a group, and count. Pairs of children may work concurrently if you have an adequate supply of dice and anticipate the need for your verbal guidance will be minimal.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand that a move to a new home involves unpacking things and putting them where they belong.



Key Concepts

Review: Transport



Materials Needed

Assorted toys and classroom items—1 per child (see Be Prepared)

*5 pictures as shown



Also Promotes

Self-Regulation

*Printables provided



Optional Reading

Clancy & Millie and the Very Fine House by Libby Gleeson

Be Prepared: Select unbreakable items used by children in different areas of your classroom (examples: paintbrush, pencil, block). Wrap individual items in bubble wrap or paper, and pack them in several boxes. Do not use tape with the wrapping material.

BEGIN: We are learning about moving from one home to another home. Things that are transported to a different home need to be unpacked when a family arrives. We know that transport means that people or things go from one place to another place.

EXPLAIN: *[Display picture of boxes on a moving van.]*

Here is a picture of a family's things packed in boxes. All of these boxes need to be moved into the new home and then unpacked.



Matthew W. Jackson/flickr/(CC BY-SA 2.0)

Families need to find places to put their things when they move to a different home. Things we own or use are kept in specific places.

[Display boxes packed with classroom items.]

Here are some boxes that are packed with things from our classroom. Let's practice unpacking by taking things out of the boxes and then putting things where they belong.

ACT: *[Invite children, two at a time, to remove an item from a box (one each), unwrap it, tell the name of the item and where it belongs, and then put the item in its proper place.]*

- ASK:**
- We have put everything we unpacked where it belongs in our classroom. What is left? (packing materials, boxes)
 - What could we do with the things that are left? (use them again)

EXPLAIN: I have some pictures of things a family might move to another house. Let's talk about where each item might be put in a home.

- ASK:**
- What is the name of this item?
 - Where do you think this item would be put in a home?





RECAP: Things that are transported to a different home need to be unpacked and put where they belong. This is a big part of moving. Boxes used to pack things can be recycled.



Scaffolding Tips

Extra support ■ During the unpacking and placement of classroom items, children may need a reminder that each child gets to unpack and put away one item. Encourage children to wait patiently by guessing what is inside an unpacked item selected by a different child. ■ The suggestion of inviting two children at a time to participate in the unpacking and placement activity is for efficiency. Adjust the number to accommodate your group.

Enrichment ■ During the discussion of where different household items could be placed, ask whether the item could be put away by a child.



Center Activity

Place pictures of items that can be found in a home on the back of a shelf. Place pictures of different rooms in a home on a close parallel shelf. Encourage children to use pieces of yarn with tape at each end to match items that can be found in a home to the room(s) where each item can be found. Example: A child tapes the piece of yarn to the picture of a sofa and then tapes the other end of the piece of yarn to a picture of a living room.



Family Child Care

Invite children to help recycle the packing materials used in the activity.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of snow.



Key Concepts

New: Snow
Snowflakes
Blizzard

Review: Magnifying glass



Materials Needed

*4 pictures as shown

*Printables provided



Optional Reading

Snow is Falling by
Franklyn M. Branley

BEGIN: Yesterday we learned about rain. Today we will talk about another kind of weather. This kind of weather can happen in some places when it is very cold outside.

- ASK:**
- Can you guess what kind of weather we will talk about today? (snow)
 - What is snow like? (white, cold, melts when it gets warm, can be slippery to walk on)

EXPLAIN: **Snow** happens when water falls from the sky and it is very cold outside. The cold air makes the falling water freeze into small things we call **snowflakes**. Each snowflake that falls from the sky is different.

[Display pictures of three different snowflakes.]



Olga & Alexey/flickr/(CC BY-NC 2.0)

- ASK:**
- How are these three snowflakes different?
 - Snowflakes are so small that we cannot see differences very well. What tool could we use to make the snowflakes look bigger? (magnifying glass)

EXPLAIN: A magnifying glass helps us look at things we cannot see with our eyes alone. A magnifying glass could help us look closely at shapes in a snowflake by making the snowflake look bigger.

Sometimes it is windy when it snows. We call this a **blizzard**. The wind and snow make it hard to drive or walk. Sometimes schools and other places close when there is a blizzard.

[Display picture of a blizzard.]

- ASK:** What can you tell us about this picture of a blizzard?

EXPLAIN: We know that ice melts when it gets warm. Remember, our ice cubes turned into water when we put them in the sun.



Al Jazeera/wikimedia/(CC BY-SA 2.0)



Melted snow becomes water. Water from snow is good for plants and trees, just like rain. The water from melted snow also helps to fill rivers, lakes, and streams, like rain water does.

Snow can also be a lot of fun. We can go sledding or make things out of snow.

- ASK:**
- Have you ever played in the snow?
 - What did you do?

RECAP: Today we learned about snow. We learned that snow starts as water in the air. The water freezes into snowflakes when it falls through very cold air. Do all snowflakes look the same? (no, all different) Snow can also be fun to play in!



Scaffolding Tips

Extra support ■ When you show the three pictures of snowflakes, engage children in a discussion of different shapes that can be found within each. Example: "I see a big circle in the middle of this snowflake. Do the other snowflakes have a big circle in the middle?"

Enrichment ■ Ask children what they think would happen if they put some snow in their pocket. (it would melt, their pocket would get wet) Why would this happen? (body heat)



Center Activity

Fill a tub or sensory bin with thin shredded tissue paper and a bar of grated plain white soap. Add a very small amount of warm water to make it squishy, being careful not to add too much. The mixture should feel like thick whipped cream. Invite children to play with the squishy mixture and pretend it is snow.



Family Child Care

To strengthen children's understanding of how snow looks and feels, use a blender to grind up several ice cubes. Spread the icy mixture on a dark surface, and invite children to look at it with magnifying glasses. Invite children to describe what they see and how it feels.

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 I.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter I 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 I card.*]

What is the name of this letter?

[*Point to the uppercase letter I on the letter card.*]

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

I i

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

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

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

Understanding Words *continued*



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

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding of addition.

For Option 2



Key Concepts

Review: Add
Count on



Materials Needed

5 paper bags
Small items (see Be Prepared)

Option 1: Offer the Week 32, Day 2 activity to review adding and counting on.

Option 2: Engage children in adding together the items in two bags. This option includes counting on.

Be Prepared: Place 2–7 small items in each of five paper bags. Vary the number of items in each bag.

Display the five bags of items. Explain that each bag has a different number of items in it and we will take turns selecting two of the five bags. We will look at and count the number of items in each bag. Then we will add together the number of items in both bags. Ask children what happens to a group of items when we add to it. (it gets larger)

Demonstrate the activity by choosing two bags. Invite a volunteer child to empty the first bag, keeping the items together in a group on the floor or table. Lead children in counting the number of items as you point to each. Say again the total number of items. Invite a second volunteer child to empty the second bag, again keeping the items together in a group. Repeat the counting process.

Remind children that we want to know how many items are in both of the bags. Invite children to point to the larger group of items. Remind children that we begin with the larger group when we count on. Then use the total number of items in the first bag to count on to items in the second bag. Example: If the first group has five items, say “five” and then continue counting each item in the second group; 5...6, 7, 8.

Invite a child to choose a bag and empty it. Encourage the child to count the items. Invite a second child to choose a bag and empty it. Encourage the child to count the items. Invite children to determine which group of items is larger. Encourage all children to use counting on to find out how many items we have all together. Ensure the counting begins with the larger group of items. At the conclusion of counting the contents of both bags, invite the two children to return items to their respective bags. Collect both bags and their contents, and continue playing until all children have a turn to choose a bag and count its contents.

The Option 2 activity plan is an adaptation of Activity #11 in *Math Is Everywhere*, a preschool math curriculum compiled from a variety of resources by David Arnold, Jennifer Dobbs-Oates, Greta Doctoroff, and Paige Fisher at the University of Massachusetts, Amherst. The Arnold et al. group cites the following source for Activity #11: Greenes, C. (1999). Ready to learn: Developing young children’s mathematical powers. In J. V. Copley (Ed.), *Mathematics in the early years* (pp. 39–47). Reston, VA: National Council of Teachers of Mathematics.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand ways to become familiar with a new neighborhood.



Key Concepts

New: Crossing guard

Review: Familiar



Materials Needed

*4 pictures as shown

*Printables provided



Optional Reading

Alexander, Who's Not (Do You Hear Me? I Mean It!)

Going to Move by Judith Viorst

BEGIN: Yesterday we talked about becoming familiar with a different home. Remember, familiar means to know about a place or thing.

EXPLAIN: Today we will talk about becoming familiar with a new neighborhood. A different home is usually in a different neighborhood.

People who move to a new neighborhood want to know where to find stores and restaurants, and where it is safe to walk or ride a bike without getting into car traffic.

[Display picture of Jason.]

Two weeks ago we learned about Jason and his mom. They moved to a new apartment in a different neighborhood. I want to tell you how Jason and his mom became familiar with their new neighborhood.



Phillippe Put/flickr/CC BY 2.0

Jason's mom wanted to learn about restaurants in their new neighborhood. Jason's mom learned about a taco restaurant and a new bakery on a nearby corner.

Jason's mom took Jason on a walk around the new neighborhood to find the taco restaurant and the bakery. They found the bakery first.

[Display picture of bakery.]

Jason's mom talked to the owner of the bakery while Jason looked at things made at the bakery. The owner of the bakery gave Jason a slice of bread that was fresh from the oven. The bakery owner told what day of the week the bakery makes Jason's favorite bread.



Jason and his mom walked further down the street. They came to the school that Jason will go to for kindergarten next year when he turns five. Jason and his mom stopped to talk to the school crossing guard.

[Display picture of crossing guard.]

A **crossing guard** is a person who helps children walk across the street to get to the school safely. The crossing guard told Jason about a special day for children to visit the school before they start kindergarten.





Jason and his mom walked a little more and found the taco restaurant at the end of the street. They looked at the menu and saw food that they had never eaten before. They decided it could be fun to try some new foods.

Jason and his mom walked a different way home. Jason's mom pointed out the location of the bus stop on the way home.

[Display picture of bus stop.]

This is where Jason can get on a bus to go to the library for his story time. Jason's mom also pointed to places where they could safely cross the streets.



Bidgee/wikimedia/(CC BY-SA 3.0)

- ASK:**
- Who did Jason and his mom meet on their walk around their new neighborhood? (owner of bakery, crossing guard)
 - What places did Jason and his mom find during their walk? (place to get Jason's favorite bread, where Jason will go to school for kindergarten, place to eat tacos, where to get on the bus to the library)

EXPLAIN: Jason and his mom learned about their new neighborhood by taking a walk. They also learned about their new neighborhood by talking to some people.

RECAP: A family can learn about new places by talking with people and by walking or driving around.



Scaffolding Tips

Extra support ■ Explain that a bakery is a place where bread, cakes, and cookies are made or sold.

Enrichment ■ Invite children to describe a place in their neighborhood they would tell a new person to visit.



Center Activity

Encourage children to build a neighborhood in the block center. Children may wish to think about the neighborhood walk taken by Jason and his mom as a guide to what they build.



Family Child Care

Some children in your setting may not be familiar with your neighborhood. Describe some places in your neighborhood that might be of interest to young children.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of clouds and wind.



Key Concepts

New: Clouds
Wind
Tornado
Basement

Review: Compare



Materials Needed

*5 pictures as shown (1 shown in Enrichment tip)

*Printables provided



Optional Reading

Clouds (Weather Basics) by Erin Edison

Wind (Weather Basics) by Erin Edison

BEGIN: We are learning about different kinds of weather. Rain and snow are kinds of weather.

EXPLAIN: Today we will learn about something that can be white or gray. We may see them in the sky on rainy days, snowy days, or sunny days.

- ASK:**
- What do you think we will talk about today? (clouds)
 - Do you think we could touch a cloud in the sky?
 - What do you think clouds are made of?

EXPLAIN: **Clouds** are white or gray shapes we can see floating in the sky. Clouds are made out of small drops of water and ice.

Let's go to the window and see if there are any clouds in the sky today.

ACT: *[If there are clouds, talk with children about how they look. Invite children to gather into a group again.]*

EXPLAIN: There are many different kinds of clouds. Let's look at some pictures of different kinds of clouds.

[Display three pictures of different kinds of clouds.]

Let's compare these three different kinds of clouds. Remember, when we compare things, we figure out how they are similar and different.

- ASK:**
- How are the three types of clouds similar? (they are all in the sky, they are white)
 - How are the three types of clouds different? (some look fluffy, some are harder to see)
 - Do any of the clouds in our pictures look like the clouds we see outside today?

EXPLAIN: Clouds can look fluffy and soft, but we can't feel them. Clouds feel like air. Clouds can get heavy. Remember, they are made of small drops of water and ice.

ASK: Have you ever seen clouds moving in the sky?



Simon Eugster/Wikimedia/(CC BY-SA 2.0)



Kevin Udy/Colorado Cloud Blog/(CC BY-SA 3.0)



Diego Di Salvo/flickr/(CC BY 2.0)

EXPLAIN: Clouds move in the sky because of wind. **Wind** is air that moves. Wind is another kind of weather.

Wind can blow gently, or it can be so strong that it knocks down trees and buildings.

Sometimes wind can be so strong that it is dangerous. One of the times that wind can be dangerous is when there is a tornado.

A **tornado** is very strong wind that spins around in a funnel shape. A funnel is bigger on top and smaller at the bottom. Tornadoes move across the land. Let's look at a picture of a tornado.

[Display picture of a tornado.]



Justin Hobson/Wikimedia/(CC BY-SA 3.0)

Tornadoes can blow down buildings like houses.

People need to go to a safe place when there is a tornado. A basement can be a safe place to go. A **basement** is a part of a building that is underground. Tornadoes usually don't last very long.

Only certain parts of the world can get tornadoes.

[If your center has a tornado drill procedure, review it briefly with children and emphasize how it keeps everyone safe.]

ASK: Have you ever gone to a safe place because a tornado might move into your area? Tell us about it.

RECAP: Today we learned there are different kinds of clouds. Clouds are made of small drops of water and ice. Water falls from clouds when the cloud gets heavy with water. We also talked about wind and how it can blow gently or blow very strongly. Wind can be dangerous when it blows strongly. We learned that tornadoes are made up of very strong winds that can blow houses and trees. People go to special places to keep safe when there is a tornado.



Scaffolding Tips

Extra support ■ Return to the window with children. Display the cloud pictures to help children decide whether the clouds they see outside are similar to any of the clouds shown in the pictures.

■ Emphasize the ways your center and community help keep children and families safe during bad weather, especially if children show signs of stress in discussions of tornadoes.

Enrichment ■ Ask children why they think it is darker outside on a cloudy day. (clouds block the sunshine) ■ Explain that wind can help make electricity. Electricity is energy that we use to run computers, lights, and many other things we use every day. One way that wind makes electricity is by moving things called wind turbines. Display provided *picture of a wind farm.



taylorandayumi/wikimedia/(CC BY 2.0)



Center Activity

Invite children to make tornado bottles. Fill several water bottles with water. Invite children to put one squirt of dish soap into each bottle and tightly apply the lid. Shake the bottle so that the soap becomes foamy. Quickly swirl the bottle around to create the funnel element found in a tornado.



Family Child Care

Encourage children to look at clouds in the sky and draw them in their science journals each day for a week. Are there differences in the clouds?



3-5 YEARS

Large Group



Skill and Goal

Letter knowledge

Children will understand the name and sound of the letter I.



Key Concepts

Review: Inch



Materials Needed

Chart paper

Marker

*Letter I card

*4 letter I picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn more about the letter I.

ACT: [Display letter I card.]

If a child(ren) whose name begins with the letter I 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 I when you say the name.]

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

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

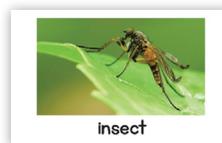
Pop up if you have the letter i somewhere else in your name (not at beginning).

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

What is our word that begins with the letter I? (inch) Remember, the length of the space from one number to the next number on a ruler is called an inch.

The letter I says /i/, just like at the beginning of the word "inch." /i/, /i/, inch. Let's say that together: /i/, /i/, inch.

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



Paulo Brandao/flickr/(CC BY-SA 2.0)



[Hold up one picture card, and invite children to identify the item in each picture. After children have an opportunity to guess or say the pictured item, point to and say the word written at the bottom of the card. Example: "This word says insect. The letter i 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 I and write them on our chart. Remember, the letter I says /i/, /i/.



[Help children by suggesting other words that begin with i. Examples: inside, it, internet, infant.]

Invite one or more volunteer children to find the letter i 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 I on your chart paper.]

We use three lines to make an uppercase I. We begin by making a straight line down, then a straight line across the top, and a straight line across the bottom.

[Give each child his/her letter journal.]

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

RECAP: Today we learned that the letter I says /i/, just like at the beginning of the word "inch." We made the uppercase (big) letter I in our letter journal. Let's say together the sound the letter I makes. (/i/)



Scaffolding Tips

Extra support ■ Use one or both of the picture cards not selected for inclusion in the main activity to help children understand the first letter of the pictured animal or item.

Enrichment ■ Encourage children to write the first letter of their name at the bottom of their paper. Some children may be able to write more than the first letter. Be sure to positively recognize all forms of writing, including scribbles, letter-like scribbles, and initials. ■ During the use of picture cards, ask whether the first letter of the word on the card is an uppercase or lowercase letter. ■ Some children may be interested in your demonstrating and describing how to make a lowercase i. Example: "A lowercase i is made with a straight line down and then a dot."



Center Activity

Provide *small letter cards of letters children are familiar with and small manipulatives, such as pom-poms or buttons. Encourage children to use the manipulatives to trace the letters on the letter cards.

*Printables provided



Family Child Care

Serve alphabet soup for lunch. Encourage children to find letters they know and name them.

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding of counting on when items in two groups are added together.

For Option 2



Key Concepts

Review: Add
Count on



Materials Needed

Index cards (see Be Prepared)

Option 1: Offer the Week 32, Day 3 activity to review adding and counting on.

Option 2: Engage children in adding numbers written on slips of paper to determine how many children are attending a pretend birthday party. This option includes counting on.

Be Prepared: Prepare seven index cards (or slips of paper) with one numeral from 1–7 on each. Add the corresponding number of dots at the bottom of the card.

Explain that two different groups of children are attending the same birthday party. We want to know how many children will attend the party.

Display two cards of your choice. Explain that each card shows the number of children in one of the two groups that will attend the party. We will add together the numbers on the two cards to determine the total number of children who will attend the party.

Invite a volunteer child to count aloud the number of dots on the card (or say the name of the numeral shown on the card). Invite a different volunteer child to do the same with the second card you display. Invite all children to point to the card with the larger number of dots. Remind children that we count on by starting with items in the larger group and continue our counting with the number of items in the second group.

Explain that we are having different birthday parties. Each party may have a different number of children who attend. Repeat the process described above, encouraging each of two children to pull one card from the set of seven cards. Continue until all children have an opportunity to choose a card and count.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand ways to make new friends when they move to a different home.



Key Concepts

Review: Friend
Friendly
Nervous



Materials Needed

Chart paper (see Be Prepared)

Marker

*3 pictures as shown



Also Promotes

Social-Emotional

*Printables provided

- **Be Prepared:** At the top of a chart paper, write Making Friends.

BEGIN: We know that when we move to a new home, we may stay in the same neighborhood or in the same classroom. We can still play with our friends.

Many times we are in a new neighborhood or community and in a new child care center when we move. We say goodbye to our friends. We need to make new friends.

EXPLAIN: Let's talk today about how we can make new friends. Remember, a friend is someone we like. Friends do things together.

[Display prepared chart paper.]

I will record our ideas on our chart paper. Then during center time, you might want to draw some pictures on our chart. The top of our chart says Making Friends.

We can make friends by being friendly and helpful to other people. We know that being friendly means being nice to someone. We can also help someone who is feeling shy about being in a new place with new people by being friendly to them.

ASK: What are some ways we can be friendly and helpful?

[Below are examples to include in your discussion with children:

- Offer a compliment, such as saying "nice job" when someone catches a ball.
- Help someone clean up an area or carry something.
- Scoot/move over for someone who wants to join a group or sit at a table.
- Ask "Can I sit next to you?"]

EXPLAIN: We also can make friends by asking someone to play with us. We know some ways to ask someone to play.

[Display three pictures as you briefly discuss each:

- Hand a toy to a child and ask "Would you like to share this toy with me? We can play together."





- *Take the hand of a friend, and ask to go to a play area/center.*
- *Say "Let's play together!"*

- ASK:**
- Have you tried any of these ideas for asking someone to play with you?
 - What happened?
 - How else can we ask someone to play?

EXPLAIN: We can make friends in a new classroom. We might feel nervous about making new friends. Remember, we may feel nervous when we are worried about something.

- ASK:** Have you ever felt nervous about making new friends?

EXPLAIN: Let's talk about where we can make friends when we move to a new neighborhood or community. I will record these ideas on our chart, too.

- ASK:** Where could we meet other children when we move to a different place?

[Below are examples to include in your discussion with children:]

- *your new neighborhood*
- *a park or playground*
- *a swimming pool*
- *sports teams/groups*

EXPLAIN: Let's pretend that a new child goes to a park where other children are playing a game with a ball together. The new child wants to play, too.

- ASK:** What are some ways the new child could join the game?

[Below are examples to include in your discussion with children:]

- *wait on the sidelines and maybe cheer for players ("nice job")*
- *help get a ball if it goes out of the area*
- *when there is a break in the game, ask "can I play, too?"*

RECAP: We talked about some good ways to make friends when we move to another place. Our chart can remind us of our ideas.

[Point to and read ideas listed on chart.]



Scaffolding Tips

Extra support ■ Describe instances of children in your classroom being friendly to a new child. Example: “When Ira joined our classroom, Lila helped him clean up his blocks in the block center.”

■ Review key ideas from previous Social-Emotional activity plans focused on: being friendly and helpful (Weeks 7 and 8), giving compliments (Week 9), and feeling nervous (Week 21).

Enrichment ■ Invite children to think of a friend who is not in your classroom or center, and describe how or where they met the friend.



Center Activity

Provide items, such as envelopes, stationery, colored paper, and other items for children to draw or write messages. Encourage children to create a drawing or write a note or message to a new friend (or a potential new friend) in the classroom.



Family Child Care

School-age children may wish to share with younger children how they made friends with others when they moved to kindergarten or first grade.

WEEK

39

DAY

4

Moving Our Bodies



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice throwing a ball straight up into the air.

For Option 2



Key Concepts

Review: Throw



Materials Needed

Large balls

Small balls

Option 1: Offer the Week 16, Day 4 activity to review throwing a ball up into the air.

Option 2: Engage children in throwing large and small balls in the air with both hands and arms, and also throwing a small ball up into the air with one hand and arm.

Be Prepared: Secure the assistance of another adult. Develop a plan for safely managing children's experiences in throwing a ball into the air, including procedures for retrieving balls.

Remind children that one of the ways we can move a ball away from us is to throw it straight into the air. Invite a volunteer child to demonstrate how to throw a large ball in the air, using both hands and arms. Emphasize the use of both hands and arms.

Give each child a large ball, and encourage practice in throwing the ball into the air with both hands and arms. Children should retrieve balls after all balls have been thrown. After several throws with both hands and arms, gather all large balls and demonstrate throwing a small ball straight up into the air with both hands and arms, and then with one hand and arm. Give each child a small ball. Invite children to throw a small ball straight up into the air with both hands and arms, and then with one hand and arm. Again, children collect balls after all balls have been thrown.

Collect all balls. Encourage discussion of experiences. Which size ball was easier to throw? Did the small ball go higher when thrown with both hands compared to when it was thrown with one hand?



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 I.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter I 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 I card.]

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

Letter I says /i/, just like in "inch." /i/, /i/, inch.
Let's together say /i/, /i/, inch.

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

39

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.]*

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will broaden their use of counting on to add two groups of items.

For Option 2



Key Concepts

Review: Add
Count on



Materials Needed

- Spinner with numerals 1-6
- Buttons—12 per child
- *T-shirt template—2 per child

*Printables provided

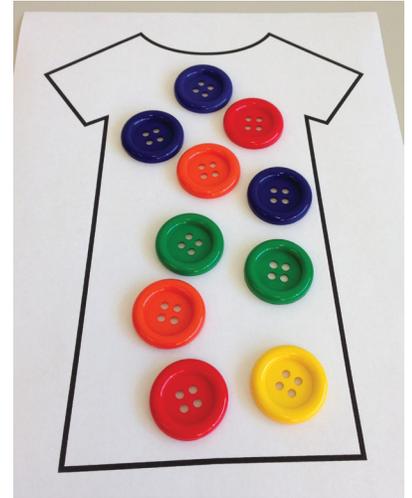
Option 1: Offer the Week 31, Day 2 activity to review adding and counting on.

Option 2: Engage children in adding together the number of buttons on two shirts.

Invite children to pretend two friends have asked them to sew buttons on their shirts. Each friend has one shirt, and each shirt may have a different number of buttons. We have 12 buttons available. We want to make sure we have enough buttons to sew on both of the shirts.

Give each child two shirt templates and 12 buttons. Spin the spinner and encourage children to place on the first shirt template the corresponding number of buttons. Spin the spinner again and encourage children to place on the second shirt template the corresponding number of buttons. Encourage children to add the groups of buttons by counting on. Ask children to say how many buttons they have all together. Remind children that each of them has 12 buttons. Do they have enough buttons for the two shirts?

Invite children to remove the buttons from the two shirt templates. Encourage children to pretend that two other friends have asked them to sew buttons on their shirts. Invite a child to spin the spinner. Encourage children to repeat the process described above. Continue as time and child interest permit.



Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will understand how to become familiar with new places and people when they move.



Key Concepts

Review: Familiar



Materials Needed

*4 pictures as shown

Chart from Day 4

*Printables provided

BEGIN: We are learning about things that happen when we move to a new place. We know about packing and unpacking, putting our things where they belong, and becoming familiar with a new neighborhood and making friends. Remember, familiar means to know about a place or thing.

[Display picture from Day 1: kitchen with furnishings.]



ASK: What did this picture help us learn?

[Follow-up prompt, if needed: "Will the rooms in a new home look exactly the same as the rooms in the home a family used to live in?" (probably not)]

EXPLAIN: A new home probably will have rooms that are similar to the rooms in the home we are leaving. There will be a kitchen, a living room, a bathroom, and some bedrooms.

- ASK:**
- How might the rooms in a new home be different from the rooms in the home a family moved from? (larger, smaller, windows and doors in different places)
 - What are some things we need to become familiar with in a new home? (light switches, doors to outside, etc.)



EXPLAIN: Unpacking things from boxes is a big part of moving. We practiced unpacking some things in our classroom.

- ASK:**
- What does a family need to do with its things after they are unpacked? (put them where they belong)
 - Boxes and packing items (bubble wrap, paper) will be left after things are unpacked. What can be done with boxes when we are done using them? (recycle)



[Display pictures from the Day 3 story of how Jason and his mom walked around their new neighborhood: bakery, crossing guard, bus stop.]



- What did these pictures help us learn?

[Follow-up prompt, if needed: "How did Jason and his mom become familiar with new places in their new neighborhood?"]

EXPLAIN: We learned that a family can learn about a new neighborhood by walking through the neighborhood and talking with people in the neighborhood. This is what Jason and his mom did after they moved to a new home.

ASK: What are some things that Jason and his mom learned about? (bakery, bus stop, taco restaurant, school)

EXPLAIN: Meeting new children is another big part of moving. Yesterday we talked about ways to make friends in a new place. Let's look at our chart to remember some of our ideas.

[Display the chart from Day 4. Point to and read the entries. Elaborate on ideas that appear to be of special interest to children.]

RECAP: There are many things to learn and do when we move to a new home. We know what to do if we move. Let's have fun where we live right now.



Scaffolding Tips

Extra support ■ Remind children that rooms in a house may look similar to each other with no furniture, but look very different when furniture is added.

Enrichment ■ Encourage children to share their experiences in making new friends.



Center Activity

Add boxes of different sizes and packing materials to the housekeeping area. Encourage children to pretend they are packing up belongings for a move to a new home, and then unpacking items to place in their new home.



Family Child Care

Invite children in your setting to describe experiences of seeing/visiting/talking with friends who moved away, or friends they had to move away from.

WEEK

39

DAY

5

Moving Our Bodies



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice catching a ball.

For Option 2



Key Concepts

Review: Catch
Throw



Materials Needed

Large soft balls

Option 1: Offer the Week 17, Day 4 activity to support children's practice of catching a ball that he/she throws.

Option 2: Engage children in catching a ball thrown by an adult.

Be Prepared: Secure the assistance of another adult. Develop a plan for safely managing children's experiences in catching a ball thrown by an adult, including the location of children who are not engaged in catching a ball.

Open the session by reminding children that when we catch something, we use both of our hands to stop and then hold something that is moving in the air. Emphasize the importance of keeping an eye on the ball. Describe and demonstrate. Today we will practice catching a ball thrown by an adult.

Each adult should gently throw a large ball to a child. Encourage the child to catch the ball with both hands. Encourage the child to roll or throw the ball back to the adult. Continue until the child catches the ball or comes close to catching the ball.