



## Language/ Literacy

### Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Review how to identify, name, and say the sound of the letters Z, Q, I, U and V (Days 1–5)



## Mathematics

### Counting Things

- Making groups of 1–4 items (Day 1)
- Identifying and remembering small quantities of items without counting (Day 2)
- Comparing groups of items and using number words (Days 3–5)



## Self- Regulation

See Physical/Health



## Social Studies

### Exploring Where We Live

- Characteristics of passenger and cargo airplanes (Days 1, 5)
- Characteristics of medical and cargo helicopters (Days 2, 5)
- Characteristics of rowboats, sailboats, and motorboats (Days 3, 5)
- Characteristics of cruise ships and cargo ships (Days 4, 5)



## Creative Expression

### Doing Drama

- Using a finger puppet to tell a story (Day 1)
- Using a stick puppet to tell a story (Day 2)
- Selecting and using puppets to tell an original story (Day 3)



## Physical/ Health

### Staying Healthy and Safe

- Five different types of food that are healthy for us to eat (Day 4)
- Characteristics of rest, sleep, and bedtime routines (Day 5)

# Understanding Words



Language/  
Literacy

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Oral language

##### Letter knowledge

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



#### Key Concepts

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

**Review:** Sentence



#### Materials Needed

\*Letter I card

\*Letter V card

Book of your choice for this week's repeated reading

Chart paper

Marker

\*Printables provided

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

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

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

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

***When we move, we will go to a new center.***]

We want to find lowercase letter i in our sentence.

[Display letter I card. Point to the lowercase i on the card.

Encourage a volunteer child to look for and point to the lowercase letter i in the sentence as you display the letter I card.]

What sound does the letter I make?

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

[Repeat the above procedure with the letter v.]

I i

V v

**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.

# Understanding Words *continued*



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

## 3-5 YEARS

## Large Group



## Skill and Goal

## Number Knowledge

Children will practice making groups of 2, 3, and 4 items.

## For Option 2



## Key Concepts

**Review:** Count  
One more  
Group of two  
Group of three  
Group of four



## Materials Needed

*What Comes in 2's, 3's, & 4's?* by Suzanne Aker



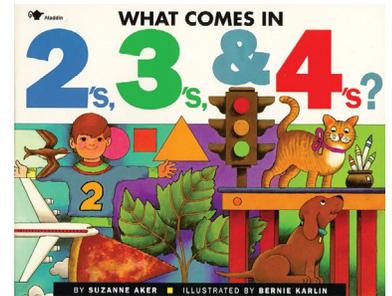
## Also Promotes

Language/Literacy

**Option 1:** Offer the Week 3, Day 3 activity to review making groups of 1–4 items.

**Option 2:** Engage children in finding groups of 2, 3, and 4 items in your classroom as part of a book reading.

Introduce and read the book. After reading the book, talk with children about past or current classroom activities or features that connect to groupings of items described in the book. Example: mixing three colors of paints. Then invite approximately one-third of the children in your classroom to find or make a group of two items in your room. Invite each child to describe his/her grouping. Refer to book examples of a group of two items, if appropriate. Repeat this process with a different one-third of children in your room for a group of three items, and again with the last one-third of children in your room for a group of four items.



## Exploring Where We Live



Social Studies

## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of social and physical environments

Children will understand basic characteristics of airplanes.



## Key Concepts

**New:** Airplane  
Runway  
Passenger plane  
Cargo plane



## Materials Needed

- \*4 pictures as shown
- \*Printables provided



## Optional Reading

*Violet the Pilot* by Steve Breen  
*Flying* by Donald Crews

**BEGIN:** Today we will learn about airplanes. We know that airplanes move through the sky.

**ASK:** Have you ever flown in an airplane? What is it like?

Many things that fly have wings. Birds have wings. Many insects have wings.

**EXPLAIN:** An **airplane** has wings and an engine and flies through the air. Another word for airplane is plane. Airplanes can move people and things from one place to another place faster than cars and trucks.

Airplanes use runways for starting and stopping their trip. A **runway** is a long strip of land used by airplanes for taking off and landing. Large airports have many runways.

Different kinds of planes do different kinds of jobs. Last week we talked about passenger trains. The big job of a passenger train is to move people and their things from one place to another place.

*[Display picture of exterior of passenger plane. Point to wing and passenger windows when you describe each.]*

The **passenger plane** is made to carry people. This is a picture of a passenger plane. A passenger plane has the same job as a passenger train.



**ASK:** What do we see in this picture of a passenger plane? (wings, wheels, small windows)

**EXPLAIN:** *[Display picture of interior of passenger plane. Point to seats, storage area, windows, and aisle when you describe each.]*

A passenger plane has seats for people to sit in during their trip. There also are spaces for people to put bags and other things. People use seat belts to keep safe while riding in a passenger plane.



Caribb/flickr/(CC BY-NC-ND 2.0)

*[Display picture of exterior of cargo plane. Point to windowless sides of plane and window at front of plane when you describe each.]*

A **cargo plane** carries items from place to place. Some cargo planes can even carry a car or a truck.



Bill Wilt/flickr/(CC BY-ND 2.0)

A cargo plane does not have windows on the sides of the plane. There are windows in the front of the plane for people who fly the plane.

[Display picture of interior of cargo plane.]

This is a picture of the inside of a cargo plane. The items it carries are tied down in the plane so they do not move around when the plane is moving.



Ryan Lackey/flickr/(CC BY 2.0)

[Display two pictures side by side: exteriors of passenger plane and cargo plane.]

Let's compare the passenger plane and the cargo plane.

- ASK:**
- What things are similar in these two airplanes? (wings, wheels, tail, window in front for pilots)
  - What things are different in these two airplanes? (passenger plane has windows on sides)

**RECAP:** Airplanes carry people or items in the sky. There are different kinds of airplanes. A passenger plane carries people. A cargo plane carries things.

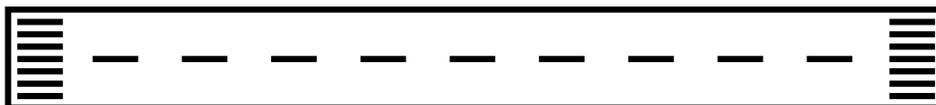
### Scaffolding Tips

**Extra support** ■ In the discussion of runways and large airports, some children may benefit from a description of an airport. An airport has one or more runways for planes to use in taking off and landing. Most airports also have buildings for passengers to use and buildings where airplanes can be stored. ■ If a toy airplane is available in your classroom, invite a volunteer child to use the toy airplane to demonstrate taking off and landing on a pretend runway.

**Enrichment** ■ Invite children to think about the compound word "airplane." The word has two parts: "air" and "plane." What part of the word tells us where airplanes travel? (air) ■ Invite children to think of the kinds of items that can be carried in a cargo plane. Encourage children to look at the boxes in the picture of a cargo plane and imagine what might be in the boxes.

### Center Activity

Place toy airplanes in the block center. Use masking tape to create a runway on the carpet or floor, similar to the example below.



WEEK

42

# Exploring Where We Live *continued*



Social  
Studies

DAY

1



## Family Child Care

Encourage children to ask their family members about airplanes they have flown in. Invite family members to share their experiences with other children in your setting.

## 3-5 YEARS

## Small Group



## Skill and Goal

**Knowledge of creative processes**

**Skills that support creative expression**

Children will understand that finger puppets can be used to tell a story.



## Key Concepts

**New:** Finger puppet

**Review:** Character  
Puppet  
Imitate



## Materials Needed

\**Goldilocks and the Three Bears* story

\**Goldilocks and the Three Bears* finger puppets (see Be Prepared)



## Also Promotes

Language/Literacy

Physical/Health

\*Printables provided

**Be Prepared:** Cut out 3–4 sets of finger puppets from the provided template. Tape each puppet so it will fit around a child's finger. Each child will need one finger puppet.

Review or become familiar with the provided *Goldilocks and the Three Bears* story so you do not need to use a script.

**BEGIN:** We are learning some different ways to tell a story. Today we will talk about how to use puppets to tell a story.

We can use puppets as the characters in a story. We know a character is a person or an animal (or creature) in a story or book. We also know that a puppet is a kind of doll that we make move.

**EXPLAIN:** A while ago we heard the story *Goldilocks and the Three Bears*. There is a Papa Bear, a Mother Bear, and a Baby Bear in the story. We pretended to imitate the voices of the three bears. We know that imitate means to sound like or look like someone or something else. We tried to make our voices sound like the voices of the three bears.

**ACT:** Let's imitate the three voices again. First, let's say "I'm Papa Bear" using the voice of a Papa Bear.

[Lead children in using a deep, Papa Bear voice. Then support children in using Mother Bear ("I'm Mother Bear") and Baby Bear ("I'm Baby Bear") voices.]

**EXPLAIN:** We are going to use puppets to tell the story of *Goldilocks and the Three Bears*. We will use our voices and a special kind of puppet (called a finger puppet) to help us act out the story.

[Display character finger puppets.]

A **finger puppet** is a puppet that we put on our finger.

[Place a finger puppet on your finger.]

We will use the finger puppets and our voices as I read the story. Let me show you.

[Read a small section of the story while using a finger puppet and the voice for the character.]

I moved my finger puppet of (character name) and used my voice to sound like (character name) when I told the story.

Now we will try it together.



# Doing Drama *continued*



**ACT:** [Invite children to choose one finger puppet character and place it on their finger.]

When we read the story, we can move our finger puppets and change our voices to pretend the characters are talking.

[Encourage each child to use his/her finger puppet character as you tell the story. As you come to a part of the story where a character speaks, encourage children with a finger puppet for that character to hold up their finger puppet and say the line while changing their voice to sound like the character.]

**RECAP:** We can use puppets to be the characters in a story. There are many different kinds of puppets. Today we used finger puppets to talk and move like the characters in the story *Goldilocks and the Three Bears*.



## Scaffolding Tips

**Extra support** ■ Encourage children who do not wish to use a finger puppet to simply hold a puppet and listen to the story. They may watch the performers as they speak or make the voice of the character they are holding.

**Enrichment** ■ Invite children to play more than one character by encouraging them to choose two different finger puppets, one for each hand.



## Center Activity

Provide paper, crayons, scissors, and tape. Encourage children to make their own finger puppets for the characters in *Goldilocks and the Three Bears*. Invite children to retell the story using their own finger puppets, or make up a story with a new plot!



## Family Child Care

Identify other familiar and favorite stories. Provide materials for children to make finger puppets for the characters in these stories.



## 3-5 YEARS

## Small Group



## Skill and Goal

## Letter knowledge

Children will identify, name, and say the sounds of letters Z, Q, I, U, and V.



## Key Concepts

**Review:** Letter



## Materials Needed

- \*Letter mats (Z, Q, I, U, V)—1 per child
- \*Letter Z card
- \*Letter Q card
- \*Letter I card
- \*Letter U card
- \*Letter V card
- \*Printables provided

**BEGIN:** We are learning about letters. We know that a letter is a special mark used to make words. In the past few weeks we have learned about letters Z, Q, I, U, and V.

[Display letter cards Z, Q, I, U, and V. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase I, and this is a lowercase i." After you name a letter, invite children to pop up if the letter is in their name.]

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

[Display letter mat.]

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

Z z	Q q	I i
U u	V v	

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

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

[Hold up letter Z card.]

Let's find this letter on our letter mat.

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

The letter Z says /z/. Let's together say the letter sound: /z/.

Now let's find another letter!

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

Z z	Q q
I i	U u
	V v



**RECAP:** Today we learned more about letters Z, Q, I, U, and V. We used our letter mats to find the letter that matched our letter card. Then we said the name and sound of the letter.



### Scaffolding Tips

**Extra support** ■ When you introduce the letter mat, point to and name each letter in the order letters appear on the mat. ■ If children need assistance finding the matching letter on their letter mat, describe the letter as you point to the letter card. Example: “We are looking for a letter with a tall straight line down, a line across the top, and a line across the bottom. Can you find a letter like this one?”

**Enrichment** ■ Ask children to describe how they know the letter they point to on their mat is the same letter as the uppercase letter on the letter card. Example: “This letter has a straight line down and a straight line up, just like the uppercase letter on the letter card.”



### Center Activity

Provide two sets of \*small letter cards Z, Q, I, U, and V. Invite children to mix up the cards and place them face down. Encourage children to play a memory game by taking turns to turn over two cards to see if they are a match.

\*Printables provided



### Family Child Care

Hang \*letter cards Z, Q, I, U, and V in random order on a wall. Dim or turn off lights and ask children to use a flashlight to find a letter you say. Example: “Cole, can you use the flashlight to find the letter U on our wall?”

\*Printables provided

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number Knowledge

Children will practice identifying and briefly remembering small quantities.

## For Option 2



## Key Concepts

**Review:** Count



## Materials Needed

- 8 toys similar in size
- 2 small blankets or towels

**Option 1:** Offer the Week 6, Day 2 activity to review identifying and briefly remembering quantities.

**Option 2:** Engage children in identifying the total number of items in two groups without counting.

In advance of the session, place two separate groups of 1–3 small toys on a table, and cover each with a blanket. Open the session by reminding children that we are learning how to look at a group of items and know how many there are without counting. Today we will look at two groups of items and tell how many items there are in both groups without counting.

Briefly remove the blankets and encourage children to look at each group. Then cover both groups of items and ask children how many items there were altogether (both groups). Do not comment on the accuracy of their responses. Then uncover both groups of items and support children in counting the total number of items (both groups together). Demonstrate counting on. If combining items in both groups is too challenging initially, encourage children to count the number of items in each group and then count all items together. Emphasize we are adding items in the two groups. Repeat this procedure with different numbers of items in each group. Do not exceed eight items all together.



## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand basic characteristics of helicopters.



## Key Concepts

**New:** Helicopter  
Medical  
helicopter  
Cargo  
helicopter



## Materials Needed

Toy train

Toy car

Toy airplane

Toy helicopter

People figures

\*3 pictures as shown

\*Printables provided

**Be Prepared:** Arrange blocks in vertical position and random order to represent a forest. Include several clearings. See picture in activity plan. Several volunteer children may wish to help you arrange the pretend forest.

**BEGIN:** *[Arrange children in an area where they can see the block arrangement.]*

Let's pretend our blocks are a forest full of trees. I am going to tell you a story about what happened one day in our pretend forest.



*[Move people figures, if available, within the forest as you tell the story.]*

**EXPLAIN:** One day Alexander and his family went on a hike in a forest. They saw and heard different kinds of birds that live in the forest. They also saw deer behind some trees.

The family was walking down a steep hill in the middle of the forest. Suddenly Alexander slipped and fell down part of the hill. Alexander did not hit his head when he fell, but he hurt his leg and could not walk. It was too far for the family to carry Alexander out of the forest. The family needed help getting Alexander to a hospital where his leg could be fixed.

Alexander's mom called the police for help. The police officer said they would come to get Alexander out of the forest.

Let's think about what type of transportation could get into the forest to pick up Alexander.

**ASK:** *[Display toy train.]*

- Do you think a train could move in the forest to get Alexander?
- Why not? (no railroad tracks)

*[Display a toy car.]*

- Do you think a car could move in the forest to get Alexander?
- Why not? (no roads)

*[Display a toy airplane.]*

- Do you think an airplane could get into the forest to get Alexander?
- Why not? (no runway; no clear, long space for airplane to land)

*[Display a toy helicopter.]*

- Do you think a helicopter could move in the forest to pick up Alexander?
- Why?

**EXPLAIN:** *[Display picture of medical helicopter. Point to blades when you describe them.]*

A **helicopter** is a machine with blades on top. A helicopter moves in the air when the blades spin fast. An engine inside the helicopter turns the blades. A pilot controls how the helicopter moves.

When a helicopter takes off, it lifts straight up in the air. A helicopter moves people or things from one place to another place.



Alex Lesis/flickr/(CC BY-NC-ND 2.0)

**ACT:** *[Move the toy helicopter over the pretend forest and land it (moving straight down) in one of the clearings in the forest. Then show how the helicopter can move straight up from this spot in the pretend forest. Explain this is how they can get Alexander and take him to a hospital.]*

**ASK:** Have you ever seen a helicopter? Tell us about it.

**EXPLAIN:** *[Display again the picture of medical helicopter in air.]*

There are different kinds of helicopters. The helicopter in our picture is called a medical helicopter. This is the kind of helicopter that would move Alexander from the forest to a hospital. A **medical helicopter** is used to help people who are sick or hurt.

A medical helicopter goes to a place where an accident happened and takes someone who is hurt to a hospital. A medical helicopter has a special bed and equipment to help care for a person who is hurt or sick. There are people on the helicopter who know how to take care of someone who is sick or hurt.

*[Display picture of workers putting a hurt person on a medical helicopter.]*

This picture shows people at a place where an accident has happened. They are putting a person who is hurt on the helicopter.

*[Display picture of cargo helicopter.]*

This picture shows another kind of helicopter. The helicopter in our picture carries items from one place to another place. It is called a **cargo helicopter**. Cargo



DVIDSHUB/flickr/(CC BY 2.0)



helicopters can carry small things or large, heavy things. Items can be carried inside the helicopter or below the helicopter.

*[Point to items being carried below the helicopter.]*

Let's imagine our pretend forest has a big fire. Firefighters are working hard to stop the fire. They need special tools to help them fight the fire.

**ASK:** How could a cargo helicopter get special tools to the firefighters? (carry tools in a box outside of the helicopter to place on the ground)

**RECAP:** Helicopters can go where other kinds of transportation cannot go. Remember, many forms of transportation cannot get into a forest to pick up someone when they are hurt. Each kind of helicopter does a special job. A medical helicopter takes people like Alexander, who are hurt or sick, to a hospital. A cargo helicopter carries items from one place to another place.



### Scaffolding Tips

**Extra support** ■ Explain that a hike is a long walk. ■ Use pictures of the forms of transportation (introduced in prior sessions) that cannot reach Alexander, if the toy items do not seem sufficiently clear to children, or the toy vehicles involved in the story are not available.

**Enrichment** ■ Explain that the blades are called rotor blades. ■ Invite children to think about more ways helicopters might be used. Emphasize that helicopters can go places where other kinds of transportation cannot go.



### Center Activity

During outside play, encourage children to pretend to be an airplane or a helicopter. If children pretend to be an airplane, encourage them to identify the runway for takeoff and landing. Remind children of the importance of a plane's wings. If children pretend to be a helicopter, encourage them to think about how they might take off straight up into the air. Remind children of the importance of a helicopter's blades.



### Family Child Care

If there are helicopters near your setting, arrange for a short field trip to the place where the helicopters are kept.



## 3-5 YEARS

## Small Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that stick puppets can be used to tell a story.



## Key Concepts

**New:** Stick puppet



## Materials Needed

\**Goldilocks and the Three Bears* story

\**Goldilocks and the Three Bears* stick puppets (see Be Prepared)

Large craft sticks (see Be Prepared)



## Also Promotes

Language/Literacy

Physical/Health

\*Printables provided

**Be Prepared:** Prepare 3–4 sets of stick puppets from the provided template. Cut out characters and glue or tape them to large craft sticks. Each child will need one stick puppet.

**BEGIN:** Yesterday we read the story of *Goldilocks and the Three Bears* and used finger puppets to pretend to be the characters in the story.

**EXPLAIN:** Today we will use a different kind of puppet to tell the same story. We will use stick puppets. A **stick puppet** is a puppet that is on a small stick. We will use our hands to move the puppets. Let me show you.

[Display a stick puppet. Read a small section of the story while using the stick puppet and the voice for the character.]

I moved my stick puppet of (character name) and used my voice to sound like (character name) when I read the story.

Now we will try it together.

[Invite children to choose one stick puppet character.]



When I read the story, we can move our stick puppets and change our voices to pretend like the characters are talking.

**ACT:** [Encourage each child to use his/her stick puppet character as you tell the story. As you come to a part of the story where a character speaks, encourage children with a stick puppet for that character to hold up their stick puppet and say the line while changing their voice to sound like the character.]

**RECAP:** Today we used stick puppets to tell the story of *Goldilocks and the Three Bears*. Yesterday we used finger puppets to tell the same story. Which type of puppet did you like the best? Why?





### Scaffolding Tips

**Extra support** ■ Encourage children who do not wish to use a stick puppet to simply hold a puppet and listen to the story. They may watch the performers as they speak or make the voice of the character they are holding.

**Enrichment** ■ Explain that we can use a stick puppet without using our voice. Tell a small segment of the story that involves character actions, and invite children to do the actions by moving their stick puppets. ■ Invite children to play more than one character by inviting them to choose two different stick puppets, one for each hand. Invite children to act out both characters in the story with the stick puppets.



### Center Activity

Provide materials for children to create their own stick puppets. Materials might include simple circle shapes or body shapes.



### Family Child Care

Consider inviting someone to your setting who performs with puppets or take children to a puppet show in your community. Encourage children to ask questions about the different kinds of puppets the performer may use and how the performer moves the puppets.

# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

### Oral language

#### Letter knowledge

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand. Children will also say the sound of letter Q and Z.



## Key Concepts

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

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



## Materials Needed

\*Letter Q card

\*Letter Z card

Chart paper

Marker

Book of your choice for  
this week's repeated  
reading

Words We Understand  
chart from Day 1

\*Printables provided

**Be Prepared:** This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The session also helps children understand more novel words.

From the list of novel words you identified prior to your first reading of the book, select 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

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

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

***The train took us quickly to the zoo.***]

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

[Display letter Q card. Point to the lowercase q on the card.

Encourage a volunteer child to look for and point to the lowercase letter q in the sentence as you display the letter Q card.]

What sound does the letter Q make?

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

[Repeat the above procedure with the letter z.]

**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.

Q q

Z z

# Understanding Words *continued*



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

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number Knowledge

Children will practice making groups of items and using number words.

## For Option 2



## Key Concepts

**Review:** More  
Equal



## Materials Needed

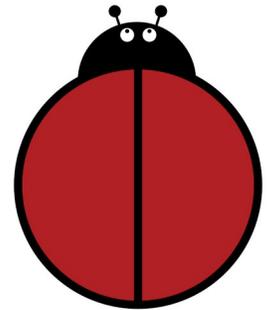
- \*Ladybug picture—1 per pair of children
- Die—1 per pair of children
- Counters—12 per pair of children

\*Printables provided

**Option 1:** Offer the Week 3, Day 4 “monster head” activity to review the concept of more. The activity will also review how to connect number words to the quantities they represent.

**Option 2:** Engage pairs of children in a ladybug activity that involves making and comparing two groups of items.

Invite children to play a game with a ladybug. Display ladybug picture. Point to and describe how the line down the middle of the ladybug provides two sides. We will work with a partner to roll a die and put counters (circles) on each side of the ladybug. Then we will decide which side has more. Remind children that when something has more, it has a larger or bigger number of something. Also remind children that equal means things are the same.



Encourage children to watch you and a volunteer child demonstrate how to play the game. Place 12 counters in front of you and the volunteer child. Invite the volunteer child to roll the die and count aloud the dots on top of the die. Encourage the child to place a group of counters on one side of the ladybug that is equal to the dots on the die. Then you roll the die and count aloud the dots on top of the die. Place a group of counters on the other side of the ladybug that is equal to the dots on the die. Invite the volunteer child to point to the group that has more. Ask all children how the volunteer child knew which group had more.

Arrange children in pairs. Give each pair of children a ladybug picture, a die, and counters. Encourage children to play the game described above. After each child in the pair has placed his/her group of counters on the ladybug, encourage the pair to point to the group of counters that has more. If both groups of counters are equal, encourage children to point to both sides of the ladybug. Invite each pair of children to remove their counters and play the game again.



## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand basic characteristics of boats.



## Key Concepts

**New:** Boat  
Oar  
Rowing  
Sail  
Motorboat



## Materials Needed

Toy boat  
\*3 pictures as shown  
\*Printables provided



## Optional Reading

*Who Sank the Boat?* by Pamela Allen  
*Toy Boat* by Loren Long  
*Sail Away* by Donald Crews

**BEGIN:** We are learning about different kinds of transportation. We know about transportation that moves on land. We also know about transportation that moves in the sky. What did we talk about yesterday that moves in the sky? (helicopter)

**EXPLAIN:** Today we will talk about boats.

[*Display toy boat.*]

- ASK:**
- Have you ever seen or been in a boat? Or maybe played with a toy boat in the water?
  - What did you do?

[*Encourage a brief discussion of children's experiences with boats.*]

**EXPLAIN:** A **boat** is a kind of transportation that moves on water. Boats can carry people and take items from place to place.

Let's look at some pictures of different types of boats.

[*Display picture of a rowboat. Point to oars when you describe them.*]

This is a rowboat. People use two oars to move a rowboat across the water. An **oar** is a long pole with a flat part on the end. The flat part goes in the water.

The rowboat moves forward when a person pulls the oars. Pulling on the oars is called **rowing**.

A rowboat can be used for fun on a river or lake. Some people use a rowboat to go fishing. Oceans are too big for a rowboat.

**ACT:** Let's pretend we are rowing a boat.

[*Demonstrate and lead children in pretending to row. Remember to sit with your back to children so they can see your rowing action.*]

*While children are engaged in rowing actions, sing the song "Row, Row, Row Your Boat." Invite children to sing with you.*

**EXPLAIN:** [*Display picture of sailboat. Point to sail when you describe it.*]

This picture shows a sailboat. Wind moves a sailboat through the water. The boat's **sail**



studio curve/flickr/(CC BY-NC-ND 2.0)



Robbie Sproule/flickr/(CC BY 2.0)

is a strong piece of cloth or vinyl that catches the wind. A sailboat needs wind to move.

*[Display picture of motorboat. Point to motor when you describe it.]*

This is a picture of a motorboat. A **motorboat** has a motor (or engine) that moves the boat through the water. The motor is attached to the back of the boat in this picture. Sometimes the motor can be found inside a motorboat.



**RECAP:** A boat is a kind of transportation that moves on water. Boats can carry people and take items from place to place. There are different kinds of boats. Boats can be moved forward by oars, sails, and motors.



### Scaffolding Tips

**Extra support** ■ Use the land, water, and air transportation chart developed for Week 41, Day 2 to help children orient to today's topic at the beginning of the activity, if appropriate. ■ Explain that "go fishing" means to try to catch fish in the water.

**Enrichment** ■ Explain that "rowboat" is a compound word. Invite children to say the two parts of the word "row-boat."



### Center Activity

Provide props for children to pretend to take a trip on a plane or an outing on a rowboat. Examples: Use chairs for seats, and cloth bags for suitcases. Use pretend fishing poles, life jackets, oars, and tickets if some children are familiar with fishing.



### Family Child Care

Invite pairs of children to pretend they are in a rowboat. Encourage them to take turns rowing the boat.



## 3-5 YEARS

## Small Group



## Skill and Goal

**Knowledge of creative processes**

**Skills that support creative expression**

Children will use puppets to tell an original story.



## Key Concepts

**Review:** Finger puppet  
Stick puppet  
Character  
Plot



## Materials Needed

Puppets—1 per child  
Chart paper  
Marker



## Also Promotes

Language/Literacy

**Be Prepared:** Gather together puppets in the classroom. If you have a large number of puppets in your classroom, select puppets that would support a specific story line to be developed during the activity.

**BEGIN:** We are having fun telling stories with different kinds of puppets. We have used different kinds of puppets to tell the same story. We have used finger puppets and stick puppets.

- What is a finger puppet? (a puppet that we put on our finger)
- What is a stick puppet? (a puppet that is on a small stick)

**EXPLAIN:** Today we will use puppets to make up our own story.

*[Display puppets.]*

I have gathered all (some) of the puppets in our classroom. Let's identify some of our puppets.

**ACT:** *[Encourage children to identify available puppets. Example: "Is this a cow puppet or a pig puppet?"]*

Which puppets do we want to use to tell a story today? We will make up our own story.

*[Help children decide which puppets to use to tell a story. Each child should choose one puppet.]*

Now let's make up a story that involves the puppets we have selected. The puppets will be the characters in our story. We know a character is a person or an animal (or creature) in a story or book.

*[Use questions, such as the following, to help children create a short story. Use the chart paper to write children's ideas. Remind children that a story has a plot. A plot is the order of events that happen in a story. Ensure the story includes each puppet character.]*

- What will our story be about?
- What will happen first in our story?
- What will happen next?
- How does our story end?

I am going to tell our story. We can use our puppets to act out the story as I tell it. We can move our puppets as I tell the story and make them talk.

*[Tell the story based on the ideas children provided. Add details to the story as necessary. Example: If children provided the idea of a duck walking to the barn and then taking a nap, include details about what the duck*



*saw on the way there. Encourage children to use the puppets to act out the story and to make their puppets talk. Example: "The little duck decided to take a walk by the pigpen. When the duck got there, it said \_\_\_ (encourage child with the duck puppet to use his/her voice to say what he/she thinks the duck may have said to the pigs)."*]

**RECAP:** Today we selected some puppets and made up a story. The puppets were the characters in our story. Our story had a plot. Events happened in a specific order in our story. We moved our puppets and made them talk during our story. What do you think was the best part of our story?



### Scaffolding Tips

**Extra support** ■ Invite children who do not wish to move their puppet as part of the story to pretend their puppet is watching and listening to the story. Maybe their puppet would like to clap (offer an applause) at the end of the story.

**Enrichment** ■ If time permits, invite children to think of a different version of the story or a minor change in the story.



### Center Activity

Place classroom puppets in a basket. Encourage children to use the puppets to create their own stories.



### Family Child Care

Invite children to use different kinds of puppets to act out more stories.



## 3-5 YEARS

## Small Group



## Skill and Goal

## Letter knowledge

Children will identify, name, and say the sound of letters Z, Q, I, U, and V.



## Key Concepts

**Review:** Letter



## Materials Needed

\*Letter mats (Z, Q, I, U, and V)—1 per child and staff

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

Small cups—1 per child (see Be Prepared)

\*Printables provided

**Be Prepared:** If possible, please use a small group for today's activity so there is sufficient time for use of letter manipulatives. Place a set of letter manipulatives that contains letters Z, Q, I, U, and V in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

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

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

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

Each of us will use uppercase letters Z, Q, I, U, and V and a letter mat to do our activity.

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

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

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

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

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

The letter Z makes the sound /z/, like at the beginning of the word "zigzag." Let's together say the sound of letter Z: /z/.

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

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

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

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

Let's try another letter!

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

Z z	Q q	I i
U u	V v	



*encourage children to find the letter Q manipulative and place it on the letter Q on the letter mat. Continue until you have said the name, sound, and matched each letter on the letter mat in order.]*

**RECAP:** Today we learned more about letters Z, Q, I, U, and V. We matched letters from our cup to the same letter on our letter mat. We also said each letter name and sound.



### Scaffolding Tips

**Extra support** ■ If some children need assistance in finding the correct letter manipulative, describe the letter they are looking for. Example: “We are looking for letter Q. It has a curved line that goes all the way around and a small straight line.”

**Enrichment** ■ If children are familiar with letter names and sounds, invite them to lead the group in saying each letter name and sound. ■ Invite children to say a word that begins with the letter after the letter manipulative is placed on the mat. ■ Encourage children to find a letter when the only clue you provide is the sound. Example: “The letter I am looking for makes the /v/ sound like in the word ‘vehicle.’”



### Center Activity

Play a letter toss game. Tape \*small letter cards Z, Q, I, U, and V in random order on the floor. Provide a beanbag for children to gently toss to a letter card.

\*Printables provided



### Family Child Care

Review letters with \*picture cards and letter manipulatives. Provide picture cards that correspond to each letter on the letter mat. Example: Letter “Z” picture cards include zebra, zipper, zoo, and zucchini. Mix up picture cards and invite a child to choose a picture card. Encourage the child to say the name of the picture card. Then say “A \_\_\_ begins with the sound /\_\_\_/.” Invite the child to then find the letter manipulative that makes the same sound.

\*Printables provided

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number Knowledge

Children will compare two groups of items by using the concepts of equal, more, and fewer.

## For Option 2



## Key Concepts

**Review:** Equal  
More  
Fewer



## Materials Needed

2 large dice

**Option 1:** Offer the Week 6, Day 4 activity to review the use of “more” and “fewer” when comparing two groups.

**Option 2:** Support children in comparing the number of dots at the top of two large dice.

Open the session by rolling two large dice. Lead children in counting the number of dots on the top of each die. Restate each number. Then ask which die has more dots. Roll the large dice again and lead children in counting the number of dots on the top of each die. Restate each number. Then ask which die has fewer dots. Finally, place the dice on the table or floor with the same number of dots on the top of each die. State the number of dots on each. Ask children what word means our two dice show the same number of dots. (equal)

Invite two children to roll the large dice (one die each). Encourage each child to count the dots on his/her die and say again the number. Ask the two children whether their dice are equal in the number of dots. If not, then encourage the two children to point to the die that has more dots. Repeat this procedure with a different pair of children. After asking whether the dice are equal, encourage the two children to point to the die which has fewer dots. Across pairs of children, alternate asking which die has more or fewer.

When the dice are not equal in number, add challenge by asking how many more dots the die with fewer dots would need to be equal to the other die.



## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand basic characteristics of ships.



## Key Concepts

**New:** Ocean  
Ship  
Cruise ship  
Lifeboat  
Cargo ship



## Materials Needed

Globe  
\*4 pictures as shown  
\*Printables provided



## Optional Reading

*Boats* by Anne Rockwell  
*The Boat Alphabet Book* by Jerry Pallotta  
*Harbor* by Donald Crews

**BEGIN:** [Display globe. Point to an ocean as you describe it.]

An **ocean** is a very big area of water. Let's pretend that we want to move across the water from one side of the ocean to the other side of the ocean. It is a very long trip.

[Display pictures of rowboat and motorboat.]

- ASK:**
- Do you think we could use a rowboat to move from one side of the ocean to the other side of the ocean?
  - Do you think we could use a motorboat to move from one side of the ocean to the other side of the ocean?



studio curve/flickr/(CC BY-NC-ND 2.0)



**EXPLAIN:** A rowboat and a motorboat are too small to use on an ocean. We can use a ship to move across the ocean.

A **ship** is a very big boat used to travel long distances over the water. Ships have engines that move them through the water.

There are different kinds of ships. Each one has a special job to do.

[Display picture of cruise ship. Point to lifeboats when you describe them.]

This is a cruise ship. A **cruise ship** carries many people and their things long distances across the water. Cruise ships are made for people to have fun. Cruise ships usually have playgrounds, swimming pools, and places for people to eat.



Pete Markham/flickr/(CC BY-SA 2.0)

[Point to lifeboats on the side of the cruise ship.]

These are called lifeboats. A **lifeboat** is used if the ship has an emergency and people need to leave the ship. Lifeboats take people from the ship to a safe place.

- ASK:**
- Do you think it would be fun to go on a cruise ship?
  - What kinds of things would you want to do on a cruise ship?

**EXPLAIN:** [Display picture of cargo ship. Point to cargo as you describe it.]



cuxclipper/flickr/(CC BY 2.0)



This is a picture of a cargo ship. A **cargo ship** carries items a long distance across an ocean or other big area of water. Cargo ships can carry items on top of the ship or inside the ship.

**RECAP:** A ship is a very big boat used to travel long distances over the water. Ships move across oceans or other big areas of water. Cruise ships are made for people to have fun. A cargo ship is made to move items across the water.



### Scaffolding Tips

**Extra support** ■ Children may benefit from a brief reminder that a globe is a round map of the earth. (See Science Week 38, Day 1)

**Enrichment** ■ Help children understand that cruise ships are tall by identifying something tall in children's surroundings. Example: If there is a nearby water tower, explain that a cruise ship is as tall as two water towers put on top of each other. Take children outside to look at the height if the comparison item is nearby. (Water towers are normally 130 feet tall. Cruise ships are about 230–260 feet tall.)



### Center Activity

Take small transportation vehicles outside for use in a sandbox or other designated area. Invite children to create roads and runways for the vehicles.



### Family Child Care

Provide toy boats/ships and water. Encourage children to use words they have learned to describe their play. Use the following prompts to encourage/support their play: "Are you playing with a ship or a boat?" "Where is your ship/boat taking you?" "What is your ship/boat carrying?"

# Staying Healthy and Safe



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Good health practices

Children will broaden their understanding of types of foods that are healthy to eat.



#### Key Concepts

##### Options 2 and 3

###### Review: Fruit

Vegetable

Grain

Protein

Dairy



#### Materials Needed

##### Option 2

*Using MyPlate (Healthy Eating with MyPlate)* by Rebecca Rissman

##### Option 3

2 full-size plates (see Be Prepared)

\*25 picture cards used in Week 20, Day 5 or play food items (See Be Prepared)

\*Printables provided

Revised 6/30/2023

**UPDATE:** The book used in Option 2 may be challenging to secure. Option 3 is an alternative activity focused on the same learning goal.

**Option 1:** Offer the Week 20, Day 4 activity to review types of healthy foods.

**Option 2:** Support children in identifying food items displayed in a book organized by types of food.

Introduce and read *Using MyPlate (Healthy Eating with MyPlate)*.

Pause on the pages listed below to invite children to identify types of food they recognize.

Also provide an opportunity for children to say the name

of a similar food not shown on the book pages. Example: "Is there another vegetable you know that is not shown in our book?"

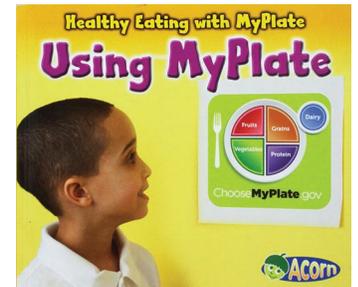
- Vegetables (pp. 10–11)
- Fruits (pp. 12–13)
- Foods made with grain (pp. 14–15)
- Protein (pp. 16–17) Some children may not recognize raw meat. Explain that this is what some meats look like before they are cooked.
- Dairy foods (pp. 18–19)

**Option 3:** Engage children in selecting healthy food from five food groups for pretend lunches for two different children.

**Be Prepared:** Two full-size plates used by children at your center are preferable. Plates should be the same size. Set the two plates on a low table or small mat that easily accommodates side-by-side plates. Set aside the picture card that shows jam. It is not used in this activity because it is high in added sugars. Organize the remaining 25 color-coded cards into five types of food (five cards each): vegetables, fruits, grains, protein, and dairy. If available, play food items that correspond to the picture card foods may be used instead of the cards.

Invite children to sit in a circle around the low table or mat so all children can see.

Open the gathering by reminding children that we know a lot about different types of food that are healthy for us to eat. Example: "Today let's put together pretend lunches for two children. Deciding what to include in each lunch will help us remember what we know about good food. We have picture cards that show five different types of food." Show and name some examples. Help children think about imaginary children for this activity. Example: "We have one plate for





each of our two pretend children. Let's have one pretend girl and one pretend boy. What should we call each imaginary child?" Avoid names that are the same as children in your room.

Ask children whether they think our two pretend children will want to eat the same thing. Encourage discussion of differences in food preferences. Example: "Is it okay for two children to like different types of food? Why?"

Begin food selection with vegetables. Remind children that we talked about vegetables last week (Week 41, Day 4). Show and name each of the five vegetable picture cards. Place each card with picture face up near the two plates. Invite children to select a vegetable for one of the pretend children. Use the selected name of the pretend child. Place (or invite a child



to place) the corresponding picture card on the plate. Repeat the name of the vegetable. Then encourage children to select a different vegetable for the second pretend child. Use the selected name of the second pretend child. Use the same procedure for placing the picture card on the second plate and repeating its name.

Continue this process with the remaining four food groups, one group at a time. Emphasize that we are putting together two different types of lunches. If some children do not recognize pictures of raw meat, explain that this is what some meats look like before they are cooked. The discussion of dairy food might benefit from a reminder of last week's attention to how most milk we drink comes from cows (Week 41, Day 5).

End the session by inviting children to remind us what we included in each pretend child's lunch. Review one plate at a time. You may wish to point to each picture card or invite a child to point to each picture as it is named. Then ask whether one of our pretend lunches is healthier than the other. Emphasize that each lunch is healthy because it has food from each of the types of food that is good for us to eat.

# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

### Oral language

#### Letter knowledge

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



## Key Concepts

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

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



## Materials Needed

\*Letter U card

Chart paper

Marker

Book of your choice for  
this week's repeated  
reading

Words We Understand  
chart from Days 1 and 3

\*Printables provided

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

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

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

***Our body needs food in order to live.***]

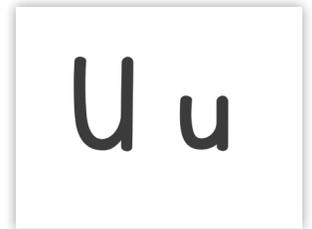
We want to find lowercase letter u in our sentence.

[Display letter card U. Point to the lowercase u on the card.

Encourage a volunteer child to look for and point to the lowercase letter u in the sentence as you display the U letter card.]

What sound does the letter U make?

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



**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:

# Understanding Words *continued*



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

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number Knowledge

Children will deepen their understanding of “equal,” “more,” and “fewer” when comparing two groups of items.

## For Option 2



## Key Concepts

**Review:** Equal  
More  
Fewer



## Materials Needed

Identical counters—7 per child  
Die

**Option 1:** Offer the Week 6, Day 5 activity to review counting and comparing quantities of two groups.

**Option 2:** Engage children in making a group that has more or fewer counters (circles) than the number on the top of a rolled die.

Give each child seven counters. Roll the die and invite a volunteer child to count aloud the dots on top of the die. Invite children to each make a group of counters equal to the amount of dots on top of the die. Remind children that equal groups have the same amount.

Explain that now we will make a group that has more or fewer counters than the number on the top of a die that you will roll. Demonstrate by rolling the die and leading children in counting the number of dots on the top of the die. Then make a group that has more counters than the number at the top of the die. The task is to make a group that has more; the actual number of counters in the group could be one or two more than the number on the rolled die. Example: Form a group of four counters for a rolled die that shows two dots.

Provide several rounds of practice in forming a group that has more counters than the number on the top of the rolled die. With each die roll, lead children in counting the number of dots on the top. Restate the number.

Then provide several rounds of practice in forming a group that has fewer counters than the number on the rolled die.

If children’s interest and time permit, continue rolling the die and inviting children to alternate between making a group that has more and making a group that has fewer than the number of dots rolled.

## Exploring Where We Live

Social  
Studies

## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand  
airplanes, helicopters,  
boats, and ships.



## Key Concepts

**Review:** Medical  
helicopter



## Materials Needed

\*7 pictures as shown

Toy airplane (see Extra  
Support tip)

Toy helicopter (see Extra  
Support tip)

\*Printables Provided

**BEGIN:** We are learning about transportation that moves in the sky and in water. This week we talked about airplanes, helicopters, boats, and ships. Each kind of transportation does a special job.

**EXPLAIN:** *[Display side-by-side pictures of a cargo ship, cargo plane interior, and cargo helicopter.]*

We know that some kinds of transportation carry items from place to place.

- ASK:**
- What kinds of transportation are shown in our pictures? (cargo ship, cargo plane, cargo helicopter)
  - How does a ship move from place to place? (on the water)
  - How do a cargo plane and a cargo helicopter move from place to place? (in the air)

**EXPLAIN:** *[Display side by side the pictures of a cruise ship and rowboat.]*

Many kinds of transportation carry people and their things from one place to another place. Some transportation is used for having fun. Here are pictures of a cruise ship and a rowboat.

- ASK:**
- What are some fun things we could do on a cruise ship? (swim in a pool, play games, eat)
  - How could a rowboat be used for doing something fun? (moving around a lake or river, going fishing)

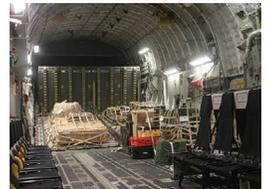
**EXPLAIN:** *[Display side by side the pictures of a passenger plane and medical helicopter.]*

We are learning that different kinds of transportation go to different places. Here is a picture of a passenger plane and a medical helicopter. Remember, a medical helicopter takes people who are sick or hurt to a hospital.

We heard a story about Alexander going on a hike with his family and hurting his leg when he slipped and fell.



cuxclipper/flickr/(CC BY 2.0)



Ryan Lackey/flickr/(CC BY 2.0)



DVIDSHUB/flickr/(CC BY 2.0)



Pete Markham/flickr/(CC BY-SA 2.0)



studio curve/flickr/(CC BY-NC-ND 2.0)



Alex Lesie/flickr/(CC BY-NC-ND 2.0)



- ASK:**
- Could the airplane shown in our picture go to the forest to get Alexander after he fell? (no)
  - Why not? (airplanes need runways; no runway in the forest)
  - How does a helicopter land in and, take off from, a place like a forest? (moves straight up and down)

**RECAP:** Different forms of transportation are made to do special jobs. Some transportation carries people and their things. Some transportation carries items. Some kinds of transportation can go places that other kinds of transportation cannot go.



### Scaffolding Tips

**Extra support** ■ Use a toy airplane and toy helicopter to demonstrate how each can land and take off, if necessary.

**Enrichment** ■ Invite children to describe a kind of transportation they would like to try. Where would they like to go on the kind of transportation they choose?



### Center Activity

Provide play dough and transportation cookie cutters for children to explore different transportation kinds or to make their own creation.



### Family Child Care

Invite school-age children to help you hold and describe pictures used in today's activity.

WEEK

42

# Staying Healthy and Safe



Physical/  
Health

DAY

5

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Good health practices

Children will broaden their understanding of the characteristics of rest and sleep, including bedtime routines.

#### For Option 2



#### Key Concepts

**Review:** Routine  
Exercise  
Calm  
Relaxed



#### Materials Needed

*The Going to Bed Book* by  
Sandra Boynton



#### Also Promotes

Language/Literacy

**Option 1:** Offer the Week 13, Day 4 activity to review the characteristics and importance of rest.

**Option 2:** Read and discuss with children a book on routines used by a fictitious group of animals for getting ready to sleep.

Open the session by reminding children that each day we take time to rest. Invite a volunteer child to remind us what it means to rest. (taking a break from what we are doing and relaxing our bodies) Remind children that sleeping is one way to rest our bodies. When we sleep, our eyes are closed and our mind and muscles are relaxed. Encourage children to describe what it means for our mind and muscles to be relaxed. (our noisy thoughts get quiet, our body feels calm)

Explain that having a routine can help us prepare for rest or sleep. Briefly describe routines in your room that can help children get ready for rest time.

Today we will read a funny story about how some animals get ready for bed at home. Introduce and read *The Going to Bed Book*, pausing to describe illustrations. After reading the book, invite children to talk about whether they use any of the routines used by the animals in the book to get ready for bed. Ask children whether they were surprised to learn the animals exercised as part of getting ready for bed. Is doing exercises before going to bed a good idea? Why or why not? (Exercise was introduced in Week 12.)

