

Language/
Literacy**Understanding Words and Letters**

- How to understand and comprehend information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Practice in writing our first name (Days 2, 4)

123

Mathematics

Counting Things

- Collecting, organizing, and interpreting information for a chart (Day 1)
- Learning information in a chart (Day 2)
- Organizing and interpreting information from a chart (Days 3, 4)
- Presenting information for a chart (Day 5)

Self-
Regulation**Paying Attention**

- Concentrating on our breathing while stretching our bodies
 - Practicing two yoga poses (Day 1)

Focusing & Remembering

- Following requests by watching and taking turns
 - *Mirror, Mirror* game (Day 2)

Social-
Emotional**Getting Along with Others**

- Ways we can be helpful to others (Days 3, 4)
- Practicing how to give and receive compliments (Day 5)

Social
Studies

See Creative Expression

Creative
Expression**Creating Art**

- Art in our center and home (Day 1)
- Art in our community (Day 2)
- Art can be stored and displayed in a museum (Day 3)
- Feelings we may have when we look at different kinds of art (Day 3)

Physical/
Health**Moving Our Bodies**

- Practicing how to kick a ball toward a target from a stationary position (Day 4)
- Practicing how to kick a ball toward a target from a moving position (Day 5)

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: 3–4 words (see Be Prepared)



Materials Needed

Book of your choice for this week's repeated reading
Chart paper
Marker

Be Prepared: This is the first of two 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 you intend to define for children during the two readings of the book. Select 3–4 important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write several words from your list of novel words for children to learn (see Be Prepared). Say each new word and talk with children about what the word means.

Display the front cover of the book, and read the book title and names of the author(s) and illustrator. Invite children into the book by asking questions, such as "What do we see on the cover of the book?" "What might this book be about?"

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, words, or events that might be challenging for children to understand. See Week 46, Day 1 for examples.

Support children's understanding of novel words used in the book. For each word on your Words We Understand chart, ask children what the word means and help children recall how the word was used in the book. See Week 46, Day 1 for examples.

Close the book reading session by asking questions that will help children remember the main characters and the major events of the book. Examples:

- What was our book about?
- Who were the main characters of the book?
- What happened first? What happened next?
- What happened at the end of the book?

Incorporate children's responses into a short summary of the book. See Week 46, Day 1 for an example.

WEEK

50

DAY

1

Understanding Words *continued*



Language/
Literacy



Scaffolding Tips

Extra support ■ Display, and encourage children to describe, book illustrations that directly pertain to discussion of a novel word.

Enrichment ■ Ask questions that start with "Why do you think . . ." or "How did you know . . ." to promote deeper thinking.

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to collect and organize information.

For Option 2



Key Concepts

Review: Last number counted
Fewest
Most
Equal



Materials Needed

Beads
Cups—1 per child

Option 1: Offer the Week 30, Day 1 activity to review how to collect and organize information for a chart.

Option 2: Engage children in collecting (sorting, counting) and interpreting information about three groups of beads.

Be Prepared: Place 5–9 beads of three different colors in a small cup for each child. Ensure that each cup has a different number of beads of each color, and that the amounts of two colors of beads in each cup are close in number. Examples: one cup may have five purple beads, seven yellow beads, and eight orange beads. Another cup may have eight purple beads, three yellow beads, and four orange beads. The activity will work best at a table that offers sufficient space in front of each child.

Explain that each child will receive a cup with three different colors of beads. Each of us will sort our beads by color. Then each of us will count our three groups of beads and decide which group has the most beads and which group has the fewest beads. Remind children that the last number counted tells us how many, and that we are collecting information when we sort and count. You may wish to provide a demonstration.

Give each child a cup of beads, and invite children to sort by color and then count the number of beads in each group. Encourage children to work in the space directly in front of them and to be careful to keep their three groups of beads separate.

After a child has sorted and counted his/her beads, ask individual children which of his/her groups (by color) has the most beads (more beads than the child's other two groups) and which of his/her groups has the fewest beads (the smallest amount among the three groups). If time permits, invite a child to organize the three groups from most (at the bottom) to fewest (at the top).

The Option 2 activity plan is an adaptation of Activity #9b 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 # 9b: Croft, D. J. (1999). *An activities handbook for teachers of young children*. Boston, MA: Houghton Mifflin Company.

Paying Attention



Self-Regulation

Be Prepared: Today's activity will involve children trying two yoga poses. If possible, provide children with yoga mats.

3–5 YEARS

Large Group



Skill and Goal

Concentrate

Children will strengthen their understanding of how to use yoga to concentrate on their breathing and bodies.



Key Concepts

Review: Concentrate
Yoga
Pose



Materials Needed

Squeeze balls —1 per child

The ABCs of Yoga for Kids
by Teresa Power

Yoga mats—1 per child
(see Be Prepared)

BEGIN: Let's have some quiet time together, so we can concentrate on our breathing and body. This will help our mind to calm down and help us with our self-control.

ASK: What does it mean to concentrate? (to pay close attention to something)

EXPLAIN: Today each of us will use a squeeze ball again to concentrate on our breathing and body. We will pretend the ball is an orange in our hand.

ACT: [*Give each child a squeeze ball.*]

Spread out children so each child has personal space. Ask children to sit and place their squeeze ball between their legs. When all children are arranged, turn out the lights in the classroom.]

Let's begin by concentrating on our breathing. As we breathe in and out, let's put our hand on our stomach to feel how it moves as we breathe. Let's practice breathing while feeling our stomach move in and out.

Let's take a deep breath.

In, 1, 2, 3, out 1, 2, 3.

If you want, you can close your eyes to help you relax.

Breathe in through your nose and out through your mouth.

In, 1, 2, 3, out 1, 2, 3.

In, 1, 2, 3, out 1, 2, 3.

When you breathe in, bring the air all the way down into your stomach.

In, 1, 2, 3, out 1, 2, 3.

Your hand on your stomach should move up and down as you breathe.

In, 1, 2, 3, out 1, 2, 3.

Keep breathing in slowly and breathing out slowly.

Feel your body starting to relax. Your eyes are feeling heavier and heavier as you keep breathing all the way into your stomach.

In, 1, 2, 3, out 1, 2, 3.



Now we are going to focus on our hands and arms. Pick up your squeeze ball and hold it in your hand. Let's pretend the squeeze ball is an orange. Pretend you are going to squeeze the orange to make orange juice. Tighten your fist as much as possible. Pretend you are squeezing the orange as hard as you can. Okay, there's no more juice left in the orange. Relax your hands and place your squeeze ball between your legs.

Wow! Here comes a beautiful butterfly. He's coming over to you. He's flying around your head. Oh! He landed on your nose. Don't touch our imaginary butterfly with your hands, because we might hurt him. Instead try to get the butterfly to move off of your nose by scrunching up your nose and face.

Squeeze your face up and move your nose around. Wrinkle your face up really hard. Now, relax. Our imaginary butterfly flew away. Feel the muscles in your face relax.

Now just relax and focus on how your body feels. Your face was tight but now it's relaxed. Your fists were tight but now your hands feel open and free. Your stomach is now relaxed. Your whole body feels relaxed.

Now we will let go of our thoughts about how our body feels. Let's pretend we are putting our thoughts on a big cloud in the sky. Let's imagine we are watching our thoughts float away on a big cloud so our mind is quiet. Now we can think about our breathing again. Let's breathe together again while we feel our stomachs go in and out.

[Gather children's squeeze balls and place them to the side.]

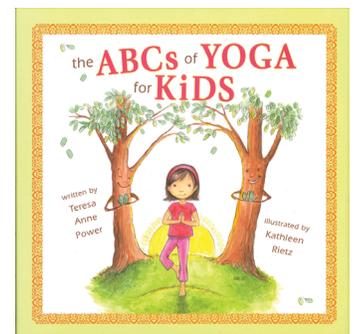
EXPLAIN: Let's use some of our quiet time to practice some yoga. Remember, when people do yoga, they concentrate on their breathing while stretching their bodies into different poses.

Let's do the yoga poses we learned several weeks ago. We know that a pose is a way of holding our body. Here are the two yoga poses we have done.

ACT: *[Display photos in the book of yoga poses done in Week 48, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.]*

Now let's look at the pictures of other poses in our book about yoga. We will try some different yoga poses in the book and concentrate on our breathing while we do them.

[Choose two poses from the book to demonstrate to children. Read sections of the book that focus on the two poses. Discuss how the child's body is posed in each



Paying Attention *continued*



picture. Example: "This is called the triangle pose. How does the child's body look like a triangle?"

Show children the picture of the first chosen pose from the book. Demonstrate the pose and then invite children to try it. Remind children to take three deep breaths as they hold the pose. Repeat the pose with three deep breaths. Then show children the picture from the book of the second chosen pose and use the same approach for children. Repeat the pose with three deep breaths.]

RECAP: We are learning to calm our minds and use good self-control by concentrating on our breathing and our bodies. We did some yoga poses. Yoga helps us concentrate on our breathing while stretching our bodies. Which yoga pose helped you the most in calming your mind?



Scaffolding Tips

Extra support ■ If children have difficulty with the yoga poses you demonstrate, help by gently placing their bodies in the desired position.

Enrichment ■ If children are comfortably holding a pose while taking three deep breaths, invite them to take more deep breaths (up to five, if they wish). ■ Invite children to demonstrate a pose in the book. Encourage others to try the pose also.



Center Activity

Place one or two yoga mats in an area of the room, plus pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done in previous weeks. If you do not have access to yoga mats, use a blanket. Play quiet, peaceful music and invite children to practice the poses.



Family Child Care

Invite children in your setting to do partner yoga. Encourage one child to do a yoga pose and the other child to mimic the pose of the first child. Encourage children to take turns being the first to do a yoga pose. Provide *The ABCs of Yoga for Kids* by Teresa Power for children to use as a reference.

Creating Art



3–5 YEARS

Large/Small Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will strengthen their awareness of art in their child development center and in their homes.



Key Concepts

Review: Label



Materials Needed

None

Be Prepared: Arrange for an adult to help you take children on a tour of your child development center to look at and talk about art.

BEGIN: We create a lot of art in our classroom. Last week we held an exhibition of art done by children in our room.

- ASK:**
- Did you like having our families and people from our center look at some of the art we created?
 - What did you like about the exhibition?

EXPLAIN: Our exhibition was a special way to share our art with families and other people. We show our art all the time in our classroom.

- ASK:**
- What part(s) of our room usually has art hanging on the walls or sitting on tables or shelves?
 - Many families hang their children's art on the refrigerator. Where is art shown in your home?

EXPLAIN: There is art in each of the classrooms at our center. There also is art in other parts of our center. Today we are going to walk through our center to look for art. We may see a painting, a collage, a drawing, some photographs, or other types of art. Maybe some of the art we find has a label that tells us more about the artwork.

Sometimes we walk past things that we do not notice. We may be focused on getting somewhere and not take time to look at what is around us. On our walk today, we can take time to pay attention to art that is hanging on the walls and art that may be sitting on tables or shelves.

ACT: *[With the help of another adult, take children on a walk through your center. Point out all forms of art. Talk with children about the images and type of art on display. Point out artist signatures, if present, and labels that accompany artwork. Save time for a brief discussion after the tour.]*

RECAP: Today we talked about art in our homes and in our center.

- What type of art did we see?
- Why do you think our center shows art? (to make our center more beautiful, to show what children can do)

WEEK

50

DAY

1

Creating Art *continued*



Scaffolding Tips

Extra support: ■ In the discussion of a label for artwork, remind children of last week's use of labels for the art exhibition. A label tells us the name of the author, usually when (the year) the art was created, and sometimes a title of the artwork.

Enrichment: ■ In discussions of art displayed in your room and in your center, invite children to identify other places (in your room or center) where art could be shown.



Center Activity

In the art center, invite children to create art to take home with them. Provide cardboard frames ready for art, such as drawings, paintings, etc.



Family Child Care

Talk with children about adding additional art pieces to your setting. Ask children what kinds of art could be added and if children would like to make the items.

Understanding Letters



3–5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will practice writing their first name in sand.



Key Concepts

Review: Letter



Materials Needed

Sand

Tray with at least a 1-inch side—1 per child

Children's name cards



Also Promotes

Physical/Health

Be Prepared: Place enough sand on each tray to provide a visible line when a finger makes a mark in the sand, and so that all letters of a first name can be written.

Display a tray with sand and explain that today we will practice writing our first name in the sand. Provide a demonstration in which you describe each letter. Example: "I am going to write an uppercase A. We know that all names begin with an uppercase letter. I am going to make three straight lines to write an uppercase A."

Give each child a tray of sand and his/her name card. Encourage children to write as much of their name as possible. Children who are experienced writing their first name may wish to write their last name.

Children can gently shake their tray to erase what was written and practice again. Continue the activity as long as time and interest permit.



3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to learn information from a chart and use math words.

For Option 2



Key Concepts

Review: Last number counted
Most
Fewest
Equal
Voting
Collect



Materials Needed

*3 dinosaur chart pictures as shown
Chart paper
Several markers of same color

*Printables provided

Option 1: Offer the Week 29, Day 1 activity to review sorting and counting.

Option 2: Engage children in collecting and interpreting chart information on children's favorite dinosaurs.

Be Prepared: Organize a three-column chart with the three pictured dinosaurs. Add the following title to the chart: Our Favorite Dinosaur.

Open the session by displaying and describing the chart. Invite children to name each dinosaur. (The dinosaurs were introduced in Science Weeks 46–47.) Provide the name of any dinosaur not identified by children. Children may wish to comment on each dinosaur. Keep in mind that the focus of this activity is using a chart, not reviewing what we know about dinosaurs.

Explain that we will use our chart to find out which of the three dinosaurs on our chart is a favorite of children in our room. Each of us will put an X above the dinosaur we like the best. Remind children that we know how to vote. We are collecting information when we vote. The dinosaur on our chart that is our favorite will have the most X marks above it. A group that has the most of something has more than any other group.

Invite children, one at a time, to use a marker to place an X above their favorite dinosaur on the chart. After all children have placed an X on the chart, lead children in counting together the number of X marks above each dinosaur. Point to each X mark as children count. Remind children that the last number counted tells us how many X marks are in each group. Write the numeral that represents the number of X marks for each dinosaur at the top of each column. Restate the number of X marks in each dinosaur group before moving to the next dinosaur group.

Ask: What do our numbers tell us about which of the three dinosaurs is a favorite? Encourage discussion of the following:

- Which dinosaur is the favorite of the most children in our room?
- Which dinosaur is the favorite of the fewest children in our room? (the group with the fewest of something has the smallest amount)
- Do any dinosaurs have an equal number of X marks? (equal means they are the same)

Our Favorite Dinosaur		
		

Focusing & Remembering



Self-Regulation

3–5 YEARS

Large Group



Skill and Goal

Executive function

Children will understand how to focus on facial expressions and body movements of others.



Key Concepts

Review: Pretend



Materials Needed

Craft sticks—1 per pair of children

Be Prepared: If time permits, offer the “Silly Faces Song” from Week 49, Day 2 as a second activity. If the game *Mirror, Mirror* described below is too challenging for a majority of children, stop at an appropriate place and offer the “Silly Faces Song.” The game for today may be less challenging when offered again at a later point.

BEGIN: Today we are going to play a game we’ve played before called *Mirror, Mirror*. During this game, we will pretend we are looking in a mirror. Remember, when we pretend, we make believe we are a different person, or we make believe a toy we are playing with is something different. We will pretend this craft stick is a mirror.

ACT: I will go first to remind you how the game works.

[Stand face to face with another adult.]

When I hold up my craft stick and look at (adult helper), I am going to pretend I am looking in a mirror. When I pretend to look in the mirror, I will pretend (adult helper) is what I see when I look in the mirror. Whenever I do something (adult helper) will copy me by doing the same thing!

[Demonstrate by making silly faces or moving your body. Each time you move, the other adult is to move in the same way.]

EXPLAIN: Now we are all going to play. We will each have a partner for this game. As we play the game with our partner, we will take turns holding the craft stick and pretending to look in the mirror. After the person who is pretending to look in the mirror does several things, we will switch and the other person will hold the craft stick and pretend to look in the mirror.

ACT: *[Observe as children play Mirror, Mirror. Encourage children to copy the other person’s movements as they pretend to look in the mirror. Invite children to switch roles after a few minutes.]*

RECAP: Today we pretended to look in a mirror during the *Mirror, Mirror* game. What would happen if we didn’t pay close attention to our partner? (we wouldn’t know what to do)

WEEK

50

DAY

2

Focusing & Remembering *continued*



Scaffolding Tips

Extra support ■ Omit the use of a craft stick if it becomes confusing to children.

Enrichment ■ Invite children to pretend to look in the mirror as the rest of the class mimics their actions.



Center Activity

Encourage children to take turns playing *Mirror, Mirror*. Provide a craft stick as a prop.



Family Child Care

Play *Mirror, Mirror* while outside. Encourage children to mimic each other while playing on the swings or playing with a ball.

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



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will strengthen their awareness of art in their communities.



Key Concepts

Review: Mural



Materials Needed

*3 pictures as shown (see Be Prepared)

*Printables Provided

Be Prepared: If you were able to take or secure pictures of art in your community (see Creative Expression Week 48, Day 2), use them in addition to, or in place of, the three provided pictures.

BEGIN: We are learning that art is all around us. We can find art in our room, our center, in the books we read, and in our homes.

EXPLAIN: Many communities have artwork. Several weeks ago we looked at pictures of murals that are in communities. A mural can be on the outside of a building or on the inside of a building.

ACT: Let's look at some pictures of art that can be found in a community.

[Display pictures of art in your community, using pictures you have taken or secured, and/or the provided pictures of art in communities. Show pictures one at a time and use questions, such as the following, to facilitate discussion:

- *What do we see in this picture?*
- *What kind of art is this? (sculpture, mural, etc.)*
- *Do you think it took more than one artist to create this work? How many artists?]*

RECAP: Art can be found in many places. We can find art in our classroom, our center, in the books we read, and in our homes. Today we talked about art that can be found in a community.



Marc Smith/flickr/(CC BY 2.0)



Scaffolding Tips

Extra support: ■ Remind children that a mural is a big piece of art created on a wall, building, or ceiling. (Creative Expression Week 48, Day 1). ■ If you display the provided picture of outdoor stairs, engage children in a discussion of the material used to make the stairs. It appears small stones were placed in cement to form different designs. ■ Ask specific questions about the art shown in pictures. Example: "Is this a sculpture or a painting?" You may also wish to ask children questions about colors, shapes, and lines found in the art.

Enrichment: ■ Point out picture examples that have more than one kind of art. Example: a painted sculpture. Encourage children to discuss why they think the artist used more than one way to create the art. ■ Talk with children about how some works of art can also be used by people. Example: the stairs. Children can play on some types of art.



Center Activity

Encourage children to create drawings of different kinds of art that they would like to see in their community. Example: children could plan a playground that is made of a sculpture that can be played on.



Family Child Care

Invite children to use recycled items to create an example (a prototype or miniature version) of a sculpture that could be used outside. Another option is to provide sidewalk chalk for children to create art outside of your home.

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

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



Key Concepts

New: 3–4 words (see Be Prepared)

Review: Words introduced on Day 1



Materials Needed

Book read on Day 1

Chart from Day 1

Marker

Be Prepared: This is the second of two repeated readings of a book with children. Today's reading focuses on children's comprehension of information presented in the book, as well as connections to the book. This 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 3–4 important words to define today.

Words We Understand

Open the session by displaying the book cover and reminding children that we read the book on Day 1. Encourage children to describe what they remember about the book, such as the main characters, what happened first, and what happened next.

Use children's recollections to provide a brief summary of the book organized by the sequence of events. See Week 46, Day 3 for examples.

Show the chart from Day 1. Remind children of the words and their meanings from Day 1. Write and define each of the new words to be introduced today.

Reintroduce the book by reading its title and names of the author(s) and illustrator. Read the book. Pause at appropriate times to help children comprehend an illustration, an event, or a character. After reading the book, ask questions that help children connect their experiences to the story or a character. See Week 46, Day 3 for examples.

Draw children's attention to your Words We Understand chart. Point to and read each word introduced today. Help children remember how the word was used in today's book.

Conclude the session by inviting children to describe one thing they remember the most about the book. (event, character, illustration)

Scaffolding Tips

Extra support ■ In the opening segment of the activity, show book illustrations to help children recall characters, events, and the sequence of events. ■ Display, and encourage children to describe, book illustrations that directly pertain to a novel word.

Enrichment ■ Provide props that are related to the book during center time and other play periods. Example: Provide silk flowers and containers for children after reading *Miss Tizzy*. ■ Invite children to retell the story.

Getting Along with Others



3–5 YEARS

Large/Small Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of being helpful.

For Option 2



Key Concepts

Review: Help



Materials Needed

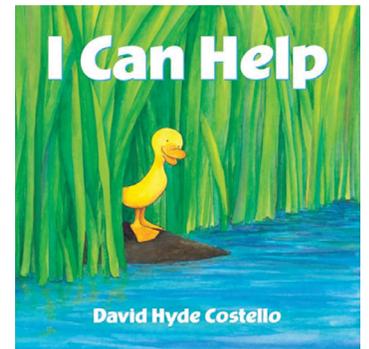
I Can Help by David Hyde Costello

Option 1: Offer the Week 7, Day 3 activity to review what it means to be helpful.

Option 2: Engage children in a book-focused discussion of being helpful.

Open the session by reminding children of what it means to be helpful to others. You may wish to describe several times you have seen children in your room be helpful, or remind children that a classroom helper chart describes ways we help in our room.

Explain that we will read a book about animals being helpful to other animals. Show the book cover and introduce its title and author. Ask: Do you think the duck on the cover of our book is going to help someone?



Read the book and draw attention to details of the illustrations, especially how an animal is being helpful. Invite children to tell what they see happening in a picture. At the conclusion of the book, engage children in a discussion of some themes offered in the book. Use book illustrations to provide examples.

- Each of the animals that needed help asked for help (usually by telling about their situation). Examples: "I'm lost" (duck). "I can't reach" (giraffe). "I'm hot and thirsty" (elephant). What might happen if we need help but don't tell anyone?
- The animal that got help from another animal always said "thank you." Why is it important to thank someone who helps us?
- Many of the animals that helped another animal also needed help themselves. Example: The sunbird took a splinter out of the gorilla's thumb. Later, the sunbird got tired while flying (and the elephant took the sunbird to its nest). Each of us can help someone else and also get help.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that art museums store and display different types of art. Children also will understand that looking at different types of art can lead to different types of feelings.



Key Concepts

Review: Museum



Materials Needed

The Museum by Susan Verde

*2 pictures as shown



Also Promotes

Social-Emotional

*Printables Provided

BEGIN: Yesterday we talked about art that can be found in a community. Some communities have a museum that keeps and shows different types of art.

EXPLAIN: We know that a museum is a building where art and other important items are kept and displayed for people to see. There are different kinds of museums. A few weeks ago we learned that some museums have dinosaur bones.

[Display two pictures of a museum.]

Today we will talk about museums that keep and show art. Some art museums are big with many pieces of art in them. Some museums are smaller with fewer pieces of art.

When we visit a museum, we can stop to look at each piece of art. We may see sculptures, paintings, murals, or many other kinds of art. In some museums we can even touch the art!

[Display book cover.]

We are going to read a book about a girl who takes a trip to a museum. Our book is called *The Museum*. It was written by Susan Verde.

ACT: [Read the book and use your own words to describe illustrations.]

The art in the museum made the girl feel different emotions. Let's stand and pretend we are looking at the same kinds of art the girl saw at the museum.

[Select as many of the five pages listed below as you wish. Display the page, remind children of the girl's reaction to the art, and invite children to pretend they have a similar reaction.]

- *Painting of a ballerina:* This painting made the girl want to stand like a ballerina. Let's pretend the painting makes us want to stand like a ballerina.
- *Blue painting with swirls:* This painting made the girl feel twirly-whirly. Let's pretend we feel twirly-whirly too!



Wulfnoth/wikimedia/(CC BY 3.0)



Ken Lund/flickr/(CC BY-SA 2.0)



Creating Art *continued*



- *Painting of sad woman:* This painting made the girl feel sad. Let's pretend we feel sad.
- *Painting of apples:* This painting made the girl feel hungry. Let's pretend the painting is making us feel hungry too.
- *Paintings of lines and squiggles:* These paintings made the girl giggle. Let's pretend the paintings make us giggle too!

RECAP: Today we learned that art can be stored and displayed for us to enjoy at a museum. We took a trip to a museum in the book we read. We also learned that we may have different types of feelings when we look at different kinds of art.



Scaffolding Tips

Extra support: ■ The invitation to reenact the girl's responses in the book may prompt an increase in lively behaviors. It may be helpful to describe what you see and to offer a way for children to calm down. Example: "I see that we are all feeling a bit more excited after pretending to feel twirly-whirly. Let's take a minute to calm down before we look at the next piece of art in the book. Let's take three deep breaths and pretend we are a sleepy puppy."

Enrichment: ■ Invite children to think about how each piece of art in the book makes them feel. ■ In the discussion of museums, offer more examples of topics a museum might focus on, such as trains, airplanes, and automobiles.



Center Activity

Provide books about museums or museum brochures for children to enjoy in the library center. Encourage children to look at different pieces of art in the books and brochures.



Family Child Care

Visit a library to check out books about museums or take a virtual tour of a museum from a museum's website.

WEEK

50

DAY

4

Understanding Letters



Language/
Literacy

3–5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will practice writing their first name with a pencil.



Key Concepts

Review: Letter



Materials Needed

- Paper—1 piece per child
- Pencil—1 per child
- Children's name cards

Explain that we will practice writing our name with pencil on a piece of paper. Offer a demonstration, if appropriate. See the Day 2 activity for this week for an example.

Provide each child with a piece of paper, pencil, and his/her name card. Remind children to look at their name card as a reminder. Encourage children to write as much of their first name as they can. Some children may wish to write their last name in addition to their first name. Some children may wish to practice writing their first name multiple times on the paper.

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will broaden their ability to organize information on a chart.

For Option 2



Key Concepts

Review: Organize
Last number counted
Present
Most
Fewest
Equal



Materials Needed

Chart paper

*4 How We Got to Our Center chart pictures

2 bingo dotters

*Printables provided

Option 1: Offer the Week 29, Day 3 activity to review how to organize information on a chart.

Option 2: Engage children in preparing and interpreting a chart on the type of transportation children used for getting to the child development program today.

Be Prepared: Create a four-column chart with the four transportation pictures in separate columns at the bottom of the chart. Markers may be used for making an X mark if Bingo dotters are not available. Add the following title to the chart: How We Got to Our Center.

Open the session by reminding children that we are practicing how to put information on a chart and learn what the information tells us. Explain that today we will find out how each of us got to the child development center this morning. Display and describe the chart prepared for today. Encourage children to name each type of transportation pictured in the chart. Today we will learn how many of us got to the center using one of these types of transportation.

How We Got to Our Center			
			

Invite children, one or two at a time, to use the Bingo dotter (or marker) to put a dot (or X mark) above the type of transportation used to get to our center. After all children have made a mark on the chart, lead children in counting together the marks above each type of transportation. Point to each dot (or X) as children count. Remind children that the last number counted tells us how many. Write at the top of each column the numeral that represents the number of marks in each column.

Engage children in a discussion of what we can learn from our chart:

- Which type of transportation was used by the most children in our room? (a group with the most of something has more than any other group)

WEEK

50

DAY

4

Counting Things *continued*

123

Mathematics

- Which type of transportation was used by the fewest children in our room? (a group with the fewest of something has the smallest amount)
- Were any of the four types of transportation used by an equal (same) number of children?

The Option 2 activity plan is an adaptation of Activity #6c 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 #6c: Kurth, M. (1996). *Pocket chart math activities*. Cypress, CA: Creative Teaching Press.

Getting Along with Others



3-5 YEARS

Small Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of how friendly behaviors are a way to be kind to others.

For Option 2



Key Concepts

Review: Friendly
Kind



Materials Needed

Try a Little Kindness: A Guide to Being Better by Henry Cole

*6 pictures as shown

Basket

*Printables provided

Option 1: Offer the Week 8, Day 2 activity to review how being friendly is a way to be nice and helpful to others.

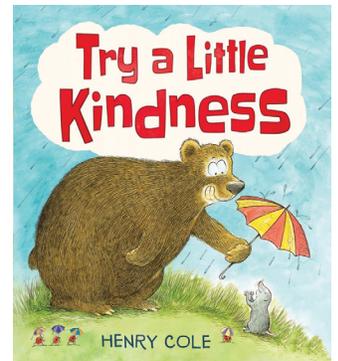
Option 2: Engage children in a discussion of pictures that show instances of children being friendly.

Be Prepared: Place pictures in the basket face down.

Open the session by reminding children that being friendly means being nice to someone. Today we will read a book to remind us of some ways to be friendly. Some children may remember that we read the book a long time ago.

Introduce and read the book. Use your own words to describe illustrations. At the conclusion of the reading, invite pairs of children sitting next to each other (one pair at a time) to select a picture from the basket and describe how it shows a child, or two children, being friendly. Encourage the pair to show the picture to others in the group.

Then invite the entire group of children to describe whether they have ever been friendly (or seen someone be kind) in this way.



Moving Our Bodies



3–5 YEARS

Large/Small Group



Skill and Goal

Motor development

Children will practice kicking a ball from a stationary position.

For Option 2



Key Concepts

Review: Kick



Materials Needed

Sidewalk chalk

4 ropes

4 large soft balls

Option 1: Offer the Week 31, Day 4 activity to review kicking from a stationary position.

Option 2: Engage children in kicking a ball toward a target from a stationary position.

Be Prepared: Today's activity is designed for outdoor use. The activity may be adjusted for indoor use if necessary. Provide foam balls or punch ball balloons for indoor use. Identify an open wall for children to use when kicking their balls. The activity plan calls for four children to kick during the same turn, but you may wish to alter this arrangement. Provide targets for each of four children by drawing four large squares at the bottom of the wall or large squares on four pieces of chart paper that can be taped to the wall. Use ropes or some other means to designate lines on the ground about five feet from the wall for children to stand behind. Arrange for an adult to help with the activity.

Remind children that we kick a ball by using our foot to move the ball away from us. Emphasize the following steps and invite a volunteer child to demonstrate each:

- look at the ball
- decide which foot to use to kick the ball
- put the foot we are not going to kick with next to the ball
- kick the ball with the inside of the foot

Explain that today we will kick toward a target. Point to and describe each of the targets and the lines that children are to stand behind. Determine and then describe the procedure for retrieving balls after they are kicked.

Arrange children into four groups and describe their respective lines and targets. Place one ball in front of each line. Invite the first four children to kick the ball toward the target. It is okay if the ball does not hit the wall inside the target. It is also okay if children make several small kicks to get the ball to the target. After the first four children have kicked and retrieved their balls, organize the balls for the next group of four children to kick. Continue until all children have an opportunity to kick.

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: 3–5 words (see Be Prepared)



Materials Needed

Book of your choice
Chart paper
Marker

Be Prepared: Today's reading focuses on children's understanding of basic information presented in a book. The plan described below is for a single reading of the book. Select 3–5 novel words in the book to define for children. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write and define the words you identified for children to learn (see Be Prepared).

Display the book cover and read the title and names of the author(s) and illustrator. Engage children with the book, using a strategy focused on the book's front cover. See Week 46, Day 5 for examples.

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, events, or words that may be challenging for children to understand. Ask questions or offer descriptions that help children focus on key parts of the story. See Week 46, Day 5 for examples.

Ask questions, such as the following, to help children remember important aspects of the book:

- Who were the main characters? (no more than three)
- What happened first in the book?
- What happened next?

Use children's responses to provide a quick recap of the story. See Week 46, Day 5 for examples.

Review new words introduced today. Point to and read each word on the chart. Help children remember how the word was used in today's book.

Offer a book-related transition to children's next activity. See Week 46, Day 5 for examples.

WEEK

50

DAY

5

Understanding Words *continued*



Scaffolding Tips

Extra support ■ Use illustrations to help children respond to questions, such as a picture of the main character(s).

Enrichment ■ Invite children to explain the meaning of novel words. ■ Invite a child to retell the story. ■ Ask questions that prompt children to connect book events to their own experiences.

WEEK

50

DAY

5

Counting Things

123
Mathematics

room. You may wish to hold up the pertinent picture of the transportation type when you designate an area.

Lead children in counting the number of children in each group. Enter on the chart the number of children in a group after counting the group. To provide a visual representation of the numeral, you may wish to enter a dot or X mark in the appropriate column for each child selecting the transportation type, especially if the count yields a two-digit number. Display a picture of the transportation type when you enter the appropriate number in the column.

Engage children in a discussion of which type of transportation would be used by the most children in our room and which type of transportation would be used by the fewest children in our room. To reinforce the idea that the numeral you entered on the chart represents the number of children in a group, lead children in counting again the number of children in each group.

Getting Along with Others



3-5 YEARS

Small Group



Skill and Goal

Relationship skills

Children will practice giving and receiving compliments.

For Option 2



Key Concepts

Review: Compliment
High five



Materials Needed

*4 pictures as shown

Large soft ball

*Printables provided

Option 1: Offer the Week 9, Day 3 activity to review what it means to give a compliment, including ways to offer a compliment.

Option 2: Engage children in giving and receiving compliments.

Open the session by reminding children that a compliment means we let someone know we paid attention to and like something he/she did. Display the four provided pictures, one at a time, and encourage children to describe how a compliment is being offered in the picture. You may wish to remind children that giving a high five is a way to give a compliment.

Ask children how we feel when we receive a compliment. Also ask children how we feel when we give a compliment to someone.

Show the large soft ball and invite a volunteer child to help you demonstrate how to give a compliment. Roll the ball to the volunteer child. Once the child receives the ball, offer a compliment in one of the pictured ways. Example: "I like the way you hung your backpack in your cubby this morning." Remind the child to say "thank you," if appropriate.

Invite children to stand in a circle. Give the ball to a child and invite him/her to roll the ball to another child. Invite the roller of the ball to offer a compliment to the person who received the ball. Encourage the receiver of the compliment (ball) to respond with a "thank you" and then roll the ball to another child and offer a compliment.

Offer suggestions to children about the focus of a compliment. Examples: "I am glad you played with me today." "I liked how you passed crackers to me during our snack." "Thank you for moving over so I could sit in our circle." "Thank you for holding the door open for us." For today's activity, children's experience in giving and receiving a compliment is more important than the content of the compliment. It is fine if children wish to "pass."

Continue the process as time and children's interest permits.



WEEK

50

DAY

5

Moving Our Bodies



3–5 YEARS

Large/Small Group



Skill and Goal

Motor development

Children will practice kicking a ball from a moving position.

For Option 2



Key Concepts

Review: Kick



Materials Needed

4 ropes

4 large soft balls

4 targets from Week 50, Day 4

Option 1: Offer the Week 31, Day 5 activity to review kicking from a moving position.

Option 2: Engage children in kicking a ball from a moving position toward a target.

■ **Be Prepared:** See yesterday's activity plan (Week 50, Day 4).

Open the session by reminding children of yesterday's practice in kicking toward a target. Depending on children's efforts in yesterday's activity, you may wish to review and invite a volunteer child to demonstrate kicking a ball.

Explain that today we will take one or two steps toward the ball before we kick it. Describe and point to the four targets (one for each of four groups of children) and the line each group stands behind. Follow procedures used yesterday for implementing the activity.