

Language/
Literacy**Understanding Words and Letters**

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to identify the beginning sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter H (Days 2–5)

123

Mathematics

Counting Things

- How to identify what number comes after another number (Days 1, 5)
- How to use a number chart to compare two numbers (Days 2–5)

Self-
Regulation**Focusing & Remembering**

- How to follow requests by listening and remembering
 - *It's Raining, It's Pouring* game (Day 1)
- How to follow requests by watching and taking turns
 - "Silly Faces Song" (Day 2)

Social-
Emotional**Understanding Feelings**

- We feel disgusted when we think something is gross (Day 3)
- How to identify things that make us feel disgusted using our five senses (Day 3)

Social
Studies**Exploring Where We Live**

- A town is a small community that may have farms (Day 4)
- Drawing farm buildings (silo, barn) (Day 4)
- Describing our pictures of skyscrapers and farm buildings (Day 5)

Creative
Expression**Making Music**

- Pretending we are a musician in a marching band (Day 1)
- Moving scarves to identify louder and quieter, and faster and slower types of music (Day 2)
- A beat is a regular part or sound of music (Day 3)

Physical/
Health**Moving Our Bodies**

- How our arms and legs move when we use underarm throwing (Days 4–5)
- Practicing underarm throwing at a target (Day 5)

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter E.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter E card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

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

BEGIN: [Display letter E card.]

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

Letter E says /e/, just like in the word "exercise." /e/, /e/, exercise. Let's together say /e/, /e/, exercise.

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

E e

EXPLAIN: Now let's read a book!

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

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will determine the number that comes after another number.



Key Concepts

Review: After



Materials Needed

*Number list

*Large numeral cards
1–10

*Printables provided

BEGIN: We are learning how to find the number that comes after another number by using a number list. Remember, after means something comes later than something else. It follows something else.

EXPLAIN: Let's practice using our number list again.

[Display a number list.]

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I'm going to begin counting. When I stop counting, please tell us what number comes next.

- ASK:**
- 1, 2, 3, 4. . . What number comes next?
 - 4, 5, 6. . . What number comes next?
 - 7, 8. . . What number comes next?

EXPLAIN: Now I am going to say just one number and you say the number that comes next.

- ASK:**
- One. What number comes next? How do we know?
 - Let's try again. Five. What number comes next? How do we know?

EXPLAIN: We can always find the number that comes after another number by looking at a number list. I'm going to ask some questions about numbers we know. We can use our number list to find the answer.

- ASK:**
- Jimmy is four years old. How old will he be on his next birthday? He will be five! Let's find four and five on our number list. Five comes after four. Let's try another question.
 - Carla is three years old. How old will she be on her next birthday? She will be four! We know she will be four on her next birthday because four comes after three on our number list.

[Practice several more times finding the number after another number. Use higher numbers if children seem ready. Examples: "Margarita will be eight years old next week. How old will Margarita be on her next birthday?" "Tyrone is nine years old. How old will Tyrone be on his next birthday?"]

ACT: [If time permits, practice counting and learning numbers by singing "Ten Went to Bed."]

Give 10 volunteer children a large numeral card 1–10. As all children sing the song, invite each of the 10 children to hold the numeral in front of them. This song is sung to the tune of "Ten in the Bed." Rather than rolling out of bed, the 10 children will pretend to get into the bed. Sing the song once before singing it together so children are aware of the new lyrics. See adjacent lyrics.]

RECAP: Today we practiced finding the number that comes after another number. We can use our number list to find the number that comes after. We also sang "Ten Went to Bed" to help us practice counting.



Ten Went to Bed

(Sing to the tune of "Ten in the Bed")

There were zero in the bed
And the little one said
"I'm tired, I'm tired."
So he jumped in and fell asleep.
There was one in the bed
And the little one said
"I'm tired, I'm tired."
So he jumped in and fell asleep.
There were two in the bed...
There were three in the bed...
There were four in the bed...
There were five in the bed...
There were six in the bed...
There were seven in the bed...
There were eight in the bed...
There were nine in the bed...
There were ten in the bed
And the little ones said
"Good night!"

Scaffolding Tips

Extra support ■ As children determine the number after, point to the numerals on the list as you count, if necessary.

Enrichment ■ Invite children to tell the number that comes after another number when asking about numbers 11–20.

123 Center Activity

Supply large dice and a *number list. Invite children to take turns rolling one die, counting the dots, and saying what number comes after the number of dots rolled.

*Printables provided

WEEK

18

DAY

1

Counting Things *continued*

123
Mathematics



Family Child Care

Practice counting outdoors with a ball. Line up children and toss a ball to each child, one at a time, while counting. Example: Adult throws the ball to the first child. When the first child catches the ball, he/she says "one." Then the child throws the ball back to the adult. When the adult catches the ball, he/she says "two." Then the adult throws the ball to the second child. Continue counting as the ball is thrown back and forth from adult to child. Count to 10 and then begin again.

Focusing & Remembering



Self-Regulation

3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will remember and carry out actions in response to aural and oral prompts.



Key Concepts

Review: Practice



Materials Needed

None

Be Prepared: If time permits, offer *Drum Beats* from Week 16, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Drum Beats* from Week 16, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play another new game, called *It's Raining, It's Pouring*. We will use our hands and voices for this game.

EXPLAIN: When we play this game we will make a pretend rainstorm. A rainstorm has different kinds of sounds. There can be wind, rain, and thunder. We will make different noises for our pretend rainstorm. Let's practice making the sounds. Remember, when we practice something, we do it many times so we can get better at it.

ACT: [As you demonstrate each sound and the action that produces the sound, invite children to copy you. Practice each sound for several seconds before moving to the next one. Omit one of the sounds if you anticipate four consecutive sounds will be too challenging for children.]

- First we will practice the sound of wind. Our wind will have a quiet whooshing sound.
[Rub your hands together.]
- Now we will practice the sound of raindrops.
[Snap your fingers.]
- Next we will practice the sound of rain.
[Clap your hands slowly and then more quickly.]
- Our last practice noise is the sound of a heavy rainstorm.
[Pat your knees or the floor. Add thunder sounds by saying "boom, crash."]

Let's make a rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

[Repeat the sequence if time permits and children remain appropriately engaged.]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do.



In our game we made the different sounds of a rainstorm. We listened carefully when we practiced making each sound. We also listened carefully for the name of the sound we were to make.



Scaffolding Tips

Extra support ■ Continue each action or sound for a longer period of time for children who need additional transition time for moving from one action to another.

Enrichment ■ Invite children to try another rule change for *It's Raining, It's Pouring*: Make the sound of wind by rubbing hands on legs, the sound of raindrops by tapping fingers together, the sound of rain by patting legs slowly then quickly, and the sound of a heavy rainstorm by stomping feet and saying "bang, crack."



Center Activity

Encourage children to continue to make the various sounds of a rainstorm. Guide children in playing *It's Raining, It's Pouring* by giving them cues, if necessary. Children may wish to focus on one or two of the sounds.



Family Child Care

Help children gain a better understanding of the sounds associated with a rainstorm by listening to one or more on the Internet. As children listen to the sounds of the rainstorm, encourage them to think of noises and motions they can use to make the same sounds they hear.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will understand what it means to be a musician in a marching band.



Key Concepts

New: Marching band

Review: Musician



Materials Needed

Music player

The Military Band: Salute to the Services CD

*8 pictures as shown



Also Promotes

Physical/Health

*Printables provided

Be Prepared: Organize space in your classroom or center for children to pretend they are a marching band.

BEGIN: We are learning about musical instruments and how they make sounds. What do we call a person who plays a musical instrument? (musician)

EXPLAIN: Many times musicians play their instruments in a group. One type of group is called a marching band. A **marching band** is a group of musicians who play instruments while marching.

[Display and describe picture of marching band.]

ASK: Who has seen a marching band? What was it like?

[Encourage children to discuss what they remember about a marching band they have seen or heard. Follow up prompts, if needed: "Was the band marching in a parade?" "What instruments do you remember seeing or hearing?"]



Ed Bierman/flickr/(CC BY 2.0)

EXPLAIN: There are many different instruments in a marching band. Musicians in a marching band may play many of the instruments we have talked about. Let's look again at some pictures of some of the musical instruments.

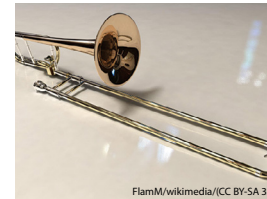
[Display and briefly describe, one at a time, pictures of the following: bass drum, snare drum, trombone, flute, tuba, clarinet. For each picture, pretend you are playing or holding the instrument.]

Bands also have an instrument called a trumpet. Musicians blow air into a trumpet to make sounds.

[Display picture of a trumpet and pretend you are holding or playing it.]



Chris Broeke/flickr/(CC BY-ND 2.0)



FlamM/wikimedia/(CC BY-SA 3.0)



Master Sgt. Adam M. Stump/usaiband/Public Domain



Amada44/wikimedia/(CC BY-SA 3.0)

Making Music *continued*



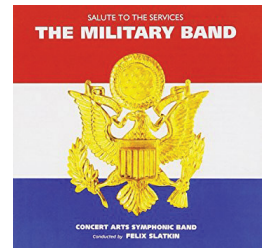
In a marching band, the musicians walk or march in a line along a street. Marching band music is usually loud.

Let's pretend we are playing a musical instrument. You can play any instrument you would like to pretend to play. We will pretend we are part of the band making the music I will play for us.

ACT: *[Play part of a selection on *The Military Band: Salute to the Services* CD. Encourage children to pretend they are playing an instrument.]*

Now let's play our instruments as we march around our room. We can pretend we are making music with the marching band on our CD.

[Play a few minutes of marching band music as you lead children around the room. It is not necessary or expected that children stay in a straight line while marching.]



RECAP: Today we pretended to play a musical instrument. We marched in a pretend marching band around our room! Do you think it would be fun to be a musician in a marching band?



Scaffolding Tips

Extra support ■ Remind children that when we march our knees are raised high. Offer a brief demonstration.

Enrichment ■ In the opening segment, explain that musicians also may play their instrument alone. Children may be familiar with a trumpet being played when a flag is lowered at a military installation or a piano being played at a religious service or community event.



Center Activity

Provide a CD player and *The Military Band: Salute to the Services* CD. Encourage children to play a pretend instrument along with the music.



Family Child Care

Encourage children to continue the pretend marching band outside and down a sidewalk, if possible.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sounds of familiar words. Children also will identify and name the letter H.



Key Concepts

Review: Beginning sound



Materials Needed

- *Picture cards for letters B, C, O, A (see Be Prepared)
- Chart paper
- Marker
- *Letter H card
- Children's name cards
- List of children's first names for display to children
- *Printables provided

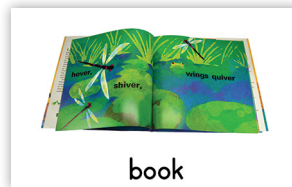
Be Prepared: Secure picture cards for letters B, C, O, and A (used in weeks 7, 8, 9, 10, respectively). You will need three picture cards per letter. Example: For letter B use picture cards book, bee, and bear.

BEGIN: We are learning the sounds of different letters. Last week we learned about the letter E. What sound does the letter E make? (/e/) Yes! Let's say /e/, /e/, exercise together.

EXPLAIN: Today we will play a game and listen carefully for the beginning sound of the name of something shown in a picture. Remember, we call the first sound we hear the beginning sound of a word.

I will show you some pictures of things that begin with the same sound. We can sing the song we learned last week to help us figure out what letter the things in the pictures begin with. Let's try one.

ACT: [Display three picture cards for the letter B (book, bee, bear).]



William Cho/flickr/(CC BY-SA 2.0)

Andrew Nicholson/flickr/(CC BY-NC 2.0)

Beginning Sound B Song &C
(Sing to the tune of *Old McDonald Had a Farm*)

What's the sound that starts these words:
book, bee, and bear? (wait for response from children)

/B/ is the sound that starts these words:
book, bee, and bear.

With a /b/, /b/ here, and a /b/, /b/ there,
here a /b/, there a /b/, everywhere a /b/, /b/.

/B/ is the sound that starts these words:
book, bee, and bear.

Book, bee, and bear begin with the /b/ sound.

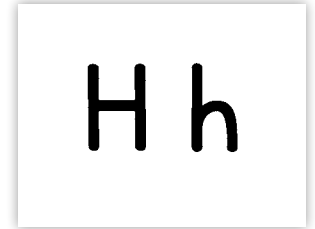
What letter makes the /b/ sound? (B)

Let's try some more!

[Continue playing the game using picture cards for letters B, C, O, and A.]

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

[Display letter H card.]



ASK: Does anyone know the name of this letter?

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

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

This is an uppercase H.

We can also write the letter H like this.

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

This is a lowercase h.

We have learned about different kinds of homes. We know that the place where someone lives is called a home.

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

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

Let's all say the word "home."

[Invite a volunteer child to point to the letter h in the word "home."]

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

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

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

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

RECAP: Today we looked at pictures of items that began with the same sound. Then we sang the song we learned last week to help us figure out the letter the things in the pictures began with.

We also learned about the letter H. What is a word that begins with the letter h? (home)

WEEK

18

DAY

2

Understanding Letters *continued*



Scaffolding Tips

Extra support ■ Enunciate clearly each word when singing the song. ■ If necessary, hold up each letter card to remind children of what the letter looks like after they've figured out which letter makes the sound.

Enrichment ■ Ask children to name other animals/items that begin with the same sound as a group of picture cards.



Center Activity

Provide *picture cards for letters used in today's activity. Encourage children to sort the cards by initial sound.

*Printables provided



Family Child Care

Take children on a walk to find items that begin with the same sound. Examples: bug and ball, house and hospital, car and cat.

The beginning sound activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will understand that numbers farther along in the counting sequence represent larger quantities.



Key Concepts

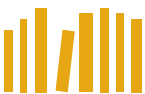
New: Number chart
Less



Materials Needed

*Number chart

*Printables provided



Optional Reading

We All Went on Safari by
Laurie Krebs and Julia
Cairns

BEGIN: Today we will learn about a new kind of chart.

[Display a number chart. Point to each part of the number chart as you describe it.]

EXPLAIN: This is a number chart. A **number chart** has numbers from 1–10 on the bottom. There are dots for each number in the rows above.

Let's find number two at the bottom of the chart.

ACT: [Invite a volunteer child to point to the numeral two on the chart.]

ASK: • How many dots are above the number two?

[Point to each dot above the numeral two as you count each dot.

Point to the numeral three on the chart.]

• How many dots are above the number three?

[Point to each dot above the numeral three as you count each dot.]

EXPLAIN: We can count the dots to tell which number is more when we use a number chart. We can also see which number is less. **Less** means fewer of something.

ASK: • If the number two has two dots above it, and the number three has three dots above it, which number has more dots? How do we know? (three has more dots above it)

• Does number two or number three have fewer dots? How do we know? (two has fewer dots above it)

EXPLAIN: Three has more dots than two.

ASK: What do you notice about the dots as we count the numbers on the bottom of our number chart? (there are more dots for each number, the row of dots gets taller)

EXPLAIN: Let's use our number chart to see which numbers have more dots and which numbers have fewer dots.

[Point to the numerals and quantities of dots as you explain how the dots tell how many.]

									•
								•	•
							•	•	•
						•	•	•	•
				•	•	•	•	•	•
			•	•	•	•	•	•	•
		•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•
1	2	3	4	5	6	7	8	9	10

Let's look at the number chart again. The number three is before the number four on the chart. Number three has fewer dots than number four. And number four has more dots than number three.

There are more and more dots as we follow the numbers on the chart. This means that as we follow the numbers across, each number stands for a larger amount.

ASK: Let's use our number chart to answer some more questions.

- Which number is more: five or six? How do we know?
- Which number is more: 10 or nine? How do we know?
- Now we are going to see which number is less. Remember, less means fewer of something. Which number is less: two or three? How do we know?
- Which number is less: five or four? How do we know?

[Continue using the number chart to compare numerals with more and fewer dots as time permits. Compare numerals that are next to each other.]

RECAP: Today we practiced finding the number that is more and the number that is less. Remember, less means fewer of something. When we follow the numbers across our number chart, we see that each number stands for a larger amount.



Scaffolding Tips

Extra support ■ As you ask questions and refer to the number chart, be sure to point to each item mentioned, including each dot you count. ■ Focus more on neighboring numerals 1–5.

Enrichment ■ Ask children if they know which of two numerals is more without using the number chart.

123 Center Activity

Provide children with one large die each and a *number chart for reference. Invite two children to roll their dice at the same time, and then determine which person rolled the amount of dots that is more (or fewer). Encourage children to take turns.

*Printables provided



Family Child Care

School-age children will enjoy reading books about counting by twos, fives, and tens. Examples: *Eggs and Legs: Counting by Twos* by Michael Dahl, *Lots of Ladybugs!: Counting by Fives* by Michael Dahl, *Toasty Toes: Counting by Tens* by Michael Dahl.

WEEK

18

DAY

2

Focusing & Remembering



3-5 YEARS

Large Group



Skill and Goal

Executive function

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



Key Concepts

Review: Silly



Materials Needed

None

Be Prepared: If time permits, offer *It's Raining, It's Pouring* from Week 18, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *It's Raining, It's Pouring* from Week 18, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: [Arrange children so they are sitting in a circle on the floor.]

We are learning about many different emotions. We know what it means to feel silly. Remember, we feel happy and playful when we feel silly. Let's all show our silly faces!

EXPLAIN: Today we are going to learn a new song called the "Silly Faces Song." This song will help us to feel silly by making silly faces!



Each of us will get a turn to make a silly face while we sing the "Silly Faces Song." There are many different types of silly faces we can make!

ACT: Let's make a silly face right now!

EXPLAIN: Now (adult helper) and I are going to sing the song first to show you what to do.

[The "Silly Faces Song" is sung to the tune of "Mary Had a Little Lamb." Sing the following song using the adult helper's name:]

" _____ make a silly face, silly face, silly face. _____ make a silly face, watch and copy her!"

ACT: [Invite children to imitate the adult helper's silly face.]

EXPLAIN: Each time we sing the song, we will use the name of a different child in our circle. The child we name will make a silly face, and then the rest of us will copy the silly face. We need to make sure we are paying attention so we know what kind of silly face to make. Remember, we need to wait patiently for our turn. If you do not wish to make a silly face when it is your turn, just say "no thank you."

Let's try it together!

ACT: [Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making a silly face, encourage the other children to imitate the silly face.]

If a child chooses not to make a silly face, that is okay. Move to the next child in the circle. Continue until you have sung each child's name. If



children who did not initially want to make a silly face wish to do so after all other children have had a turn, invite them to do so.]

RECAP: Today we practiced paying attention to other children and copying someone else's silly face!



Scaffolding Tips

Extra support ■ If children are unsure of a silly face to make when their name is sung, give suggestions. ■ If children have difficulty waiting for their turn, remind them that we are following the order of children's placement in the circle and we can wait for our turn by copying other children's silly faces. ■ If the "Silly Faces Song" leads to an increase in silly behaviors, you may need to help children calm down. Example: "I see that we are all feeling a bit more silly after making silly faces. Let's take a moment to calm down before we go to our next game. Let's take three deep breaths and pretend we are a sleepy kitten."

Enrichment ■ Invite children to make a silly face using only one part of their face. Example: "Can you make a silly face using only your mouth?"



Center Activity

Encourage children to continue the "Silly Faces Song." Invite children to change the song to include options other than making a silly face. Examples: flapping arms or posing a certain way.



Family Child Care

School-age children may enjoy playing a game of *Silly Statues*. Play music as children dance around the room. As you turn off the music, invite children to freeze in a silly position.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will use scarf movements to identify louder and quieter, and faster and slower passages of instrumental music.



Key Concepts

Review: Volume



Materials Needed

CD player
My First Classical Music Album CD
 Scarves—1 per child



Also Promotes

Self-Regulation
 Physical/Health

BEGIN: Yesterday we pretended we were a marching band. What did we do? (marched around room/center, pretended we were playing a musical instrument)

EXPLAIN: The music played by a marching band is usually loud. Music can also be quiet. We know that the word volume means how loud or how quiet a sound is. Several weeks ago we sang a song loudly and then quietly.

Let's listen to some music and pay attention to whether the music is loud or quiet.

Each of us will have a scarf. We can move our scarf in big circles with our arm when the music is loud. We can move the scarf in small circles with our hand when the music is quiet.

[Demonstrate and describe moving your scarf in big circles using your arm and then in small circles using your hand.]

ACT: *[Pass out a scarf to each child. Lead children in moving their scarf in big circles (with arm) and then in small circles (with hand). Reverse the order: small circles and then big circles. Ask children which scarf movement—big circles, small circles—goes with what type of music (loud or quiet).*

Then play Track one on the My First Classical Music Album CD and invite children to move their scarves.]

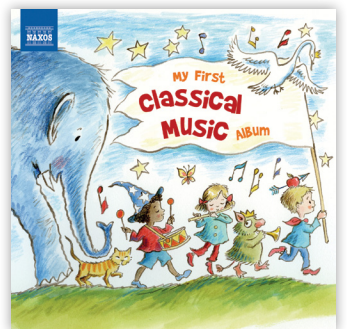
EXPLAIN: We are using our scarves to show loud and quiet music. Music can also be fast or slow. Let's use our scarves to show fast music and slow music.

We can move our scarf slowly back and forth when the music is slow. We can move our scarf quickly back and forth when the music is fast.

[Demonstrate and describe moving your scarf back and forth slowly and then quickly. Scarf movements may be made with your arm or mostly your hand.]

ACT: *[Lead children in moving their scarf quickly and then slowly. Reverse the order: slowly and then quickly. Ask children which scarf movement—quick movement, slow movement—goes with what type of music (fast or slow).*

Then play Track seven on the My First Classical Music Album CD and invite children to move their scarves.]





RECAP: Music can be fast or slow, and loud or quiet. We listened carefully to some music and moved our scarves to show what type of music we heard.



Scaffolding Tips

Extra support ■ Offer occasional comments about the type of music as children move their scarves. Examples: “We are moving our scarves quickly. The music is fast.” “We are moving our scarves in big circles. The music is loud.” ■ Ask children what type of body part we use to pay close attention to whether music is louder or quieter, or faster or slower. (our ears) ■ In addition to changing your scarf movement, say the type of music children are hearing when it changes in a passage. ■ It is fine if some children do not follow the suggested ways of moving their scarf. Skills in aligning physical movement to type of music may be in an early stage of development.

Enrichment ■ Remind children that we learned last week how musicians can control the volume of their instrument. An instrument that makes a sound by blowing air into it (such as a trombone or tuba) can be louder or quieter by blowing more or less air into it (Week 17, Day 2). An instrument that makes a sound with strings (such as a violin) can be louder or quieter by how hard or soft a musician touches or rubs a string (Week 17, Day 1). ■ Children may be ready to learn that the word “tempo” means the speed (fast, slow) at which music is played or sung. ■ Stop moving your scarf after children begin a specific type of movement, so they are using their memory and their peers’ movements to remember the movement. ■ Introduce more complex body movements with the scarf. Example: Wave the scarf slowly above the head (with a raised arm) for slow music and bend at the waist to move the scarf quickly (nearly touching the floor) for fast music.



Center Activity

Provide the CD in today’s activity for children to continue moving their scarves to fast/slow and loud/quiet music. Children may wish to use two scarves, one hand, and/or their bodies.



Family Child Care

Invite school-age children to lead younger children in scarf movements that reflect the type of music. Children may wish to show or lead their family members in moving scarves to music.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter H card

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Day 1

*Printables provided

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

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

BEGIN: [Display letter H card.]

What is the name of this letter?

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

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



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

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

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



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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will strengthen their understanding that numbers farther along in the counting sequence represent larger quantities.



Key Concepts

Review: Number chart
Less



Materials Needed

- *Large numeral cards 1–10
- *Number list
- *Number chart
- Large piece of colored paper
- *Printables provided

BEGIN: [Arrange children in a circle.]

Let's count to 20 as I move around the circle. I will tap each of you as we count together. When we reach number 20, we will start our counting again with number one.

[As you move around the circle, lightly tap each child while counting to 20 in unison. Then start over again if more than 20 children are present.]

ACT: [Display each numeral, ask "What number is this?" and wait for children to tell you the numeral name. Display the numerals out of order if you anticipate children will be able to identify out-of-order numerals. Otherwise, display all or most numerals in order.]

Now I am going to hide one of our number cards behind a piece of paper. Then I will say something about the number I have hidden. We will try to determine the number that is hidden. We can use our number list to help us.

[Display a number list for reference.]

- Hide a numeral card behind a piece of paper.
- Give children hints about the number that comes before or after the hidden number. Examples: "The hidden number is the number that comes after ___." "The hidden number is the number that comes before ___." Point to the numerals you mention on the number list. Example: If you say "I am the number that comes before number seven," point to the numeral seven on the number list.
- Ask children what numeral they think is hidden.
- Ask children to describe how they know.

Continue hiding and describing each numeral. Do this activity with numerals 1–10 in, or out of order, as suggested above.

If time permits:]

EXPLAIN: We are going to practice finding which number is more by looking at our number cards.

[Line up large numeral cards in order, where children can see each. Also, display the number chart used yesterday.]

We can use our number chart to help us. We know that a number chart

									●
								●	●
							●	●	●
						●	●	●	●
				●	●	●	●	●	●
			●	●	●	●	●	●	●
		●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●	●
●	●	●	●	●	●	●	●	●	●
1	2	3	4	5	6	7	8	9	10

has numbers from 1–10 on the bottom. There are dots for each number in the rows above.

Let's practice finding the number that is more by using our number cards and number chart. Remember, as we follow the numbers across on our number chart, each number stands for a larger amount.

[Point to numbers from left to right across the bottom of the number chart as you describe how numbers get larger.]

Cross-reference numerals on the number chart and the numeral cards. Point to each. Example: "Here is a number two on our number card, and here is a number two on our number chart."

ASK: *[As you ask the following questions, point to the large numeral cards lined up. Encourage children to use the number chart, if needed.]*

- Which number is more: one or two? How do we know?
- Which number is more: five or four? How do we know?

EXPLAIN: Now we are going to find the number that is less. Remember, less means fewer of something.

- ASK:**
- Which number is less: three or four? How do we know?
 - Which number is less: six or five? How do we know?

RECAP: Today we practiced our numbers by figuring out which number was hidden and by finding a number that was more or less than another number.



Scaffolding Tips

Extra support ■ To help children better understand how to use the number chart, explain again that we can count the dots to tell which number is more and which number is less. Demonstrate by counting the two dots above the numeral two and comparing them to the three dots above the numeral three. Ask which one has more dots. ■ If children have difficulty determining which number is more or less, count the number of dots above each number to determine which number has more (or fewer) dots.

Enrichment ■ Encourage children to compare larger numbers that are close in value. Example: seven and eight.

WEEK

18

DAY

3

Counting Things *continued*

123
Mathematics

123 Center Activity

Invite children to build several towers in the block center. Ask children to count the number of blocks in each tower and determine which tower has fewer blocks.

Family Child Care

At snack time provide children with a snack that can be manipulated (crackers, cereal, etc.). Invite children to line up snack items like a number chart. Example: Place one cracker on the table to represent the number one. Next to it, place two crackers in a column to represent the number two. Next, place three crackers in a column to represent the number three. Represent as many numbers as snack items are available. It is fine to represent as few as three numbers (a total of six snack items needed). Encourage school-age children to use manipulatives to represent a number line with numbers from 1–100 in increments of 10.

The *What Am I* game is informed by the Can You See Me activity described in the following source: Wright, R. J., Stanger, G., Stafford, A., & Martland, J. (2006). *Teaching number in the classroom with 4- to 8-year-olds*. London: Sage Publications.

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel disgusted.



Key Concepts

New: Disgusted



Materials Needed

*3 pictures as shown



Also Promotes

Science

*Printables provided

BEGIN: Today we are going to learn about an emotion that may make us feel yucky inside. Watch me carefully to see if you can guess what I may be feeling.

[Furrow your brow while wrinkling your nose and sticking out your tongue.]

ASK: What do you think I am feeling?

EXPLAIN: I am feeling disgusted. We often feel **disgusted** when we see or think something is awful. We may say something is gross when we feel disgusted! There are many things that may make us feel disgusted.

Each of us may feel disgusted by different things. I feel disgusted by _____.

ASK: Does the same thing make you feel disgusted?

EXPLAIN: We might feel disgusted by some kinds of foods that other people really like. You might feel disgusted by an animal that I really like. We are all different, and it is okay if we are not disgusted by the same thing.

ACT: Show us your disgusted face!

ASK: Does everyone's face look the same when we feel disgusted?

EXPLAIN: Let's remember our five senses and think of some things that may make us feel disgusted.

- ASK:**
- What is something you think smells disgusting (or gross)? (trash, certain kinds of food, diaper, etc.)
 - What is something you think tastes disgusting (or gross)? (certain kinds of food)
 - What is something you think feels disgusting (or gross) when you touch it? (slime, sand, paint, etc.)
 - What is something you think looks disgusting (or gross)? (trash, dirty diaper, old food, etc.)
 - Do you think something can sound disgusting (or gross)? What would it be?

EXPLAIN: Let's look at some pictures of things that may or may not make us feel disgusted.





Each time I hold up a picture, please make a disgusted face if the item in the picture makes you feel disgusted. Then we will talk about what about the picture makes you feel disgusted. If the picture does not make you feel disgusted, we can talk about what you think or feel about the picture.

ACT: [*Hold up each picture, one at a time. For each picture:*

- *Encourage children to make a disgusted face if the item in the picture makes them feel disgusted.*
- *Ask several children who feel disgusted by the item in the picture to tell why they feel disgusted.*
- *Ask several children who do not feel disgusted by the item in the picture to tell what they think or feel when they look at the picture.*
- *Encourage children to listen to and respect different feelings about the same thing. The feeling of disgust is our reaction to something and not a characteristic of something.]*



Zaljub Razvi/flickr/CC BY-SA 2.0)



Dodo-Bird/flickr/CC BY 2.0)

RECAP: Today we talked about an emotion that may make us feel yucky inside. What is it called? (disgusted) We do not all feel disgusted by the same things. Why? (each of us is different)

Scaffolding Tips

Extra support ■ As children think of things that taste, feel, look, smell, or sound disgusting, give hints if necessary. Example: "Can you think of something you've tried to eat, but couldn't finish because you thought it tasted disgusting (gross)?" ■ Of the three pictures, the picture of a worm may generate the most difference among children in feeling or not feeling disgusted. If children seem reluctant to discuss the picture, offer a prompt that acknowledges different feelings about the picture. Example: "Some people might think worms are really cool to look at. Other people might think worms are gross because they are slimy."

Enrichment ■ Ask children if members of their family all feel disgusted by the same thing. Why? ■ Encourage children to talk about things we can do when we feel disgusted. (look or move away from the thing that makes us feel disgusted, remember that not everyone feels disgusted by the same thing)



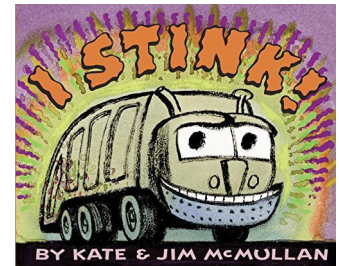
Center Activity

Provide pages of old magazines no longer used. Invite children to find pictures of things that disgust them, cut out the pictures, and glue them to a piece of paper entitled “Things that Make Me Feel Disgusted.” If magazines are not available, encourage children to draw a picture of something they find disgusting (gross).



Family Child Care

Children in your setting will enjoy talking about things that are disgusting after reading *I Stink!* by Kate McMullan. Encourage older children to read the book (or show book pictures) to younger children. Discuss the “stinky” items depicted in the book. Invite children to discuss all the stinky things that might be found in their own home. School-age children will enjoy collecting “stinky” items in your setting similar to the items in the book. Examples: toy food, food containers, sneakers. Ensure all items are clean. Younger children will enjoy pretending to drive garbage trucks made from large boxes. Encourage children to drive around the “city” and clean up all the “stinky” items.



Making Music



3-5 YEARS

Large/Small Group



Skill and Goal

Knowledge of creative processes

Children will understand the concept of a beat in music.



Key Concepts

New: Beat



Materials Needed

The Military Band: Salute to the Services CD

Rhythm sticks—2 per child (see Be Prepared)

Be Prepared: If rhythm sticks are not available, children may march (in place or around the room) to the beat of music.

BEGIN: We are learning about differences in music. Yesterday we moved scarves to show how music can be louder and quieter, and faster and slower.

Today we will talk about another type of difference in music. Please listen to me clap to a nursery rhyme. The nursery rhyme is “Mary Had a Little Lamb.”

ACT: [*Clap the beat as you sing the first verse of “Mary Had a Little Lamb.” See dots with the accompanying words for a guide to the beats. Repeat the first verse of the rhyme with your claps.*]

Invite children to clap with you as you sing the rhyme.]

Mary had a little lamb, little lamb, little lamb.

• • • • • • • •

Mary had a little lamb its fleece was white as snow.

• • • • • • • •

EXPLAIN: We are clapping the beat of our nursery rhyme. A **beat** is a regular part or sound in music we sing, play, or listen to. The beat of music can be fast or slow.

Let’s listen for the beat in some music played by a marching band. I will clap the beat of the music. Please clap with me.

ACT: [*Play a brief portion of Track 11 of *The Military Band: Salute to the Services* CD. Clap to the beat of the music in a pronounced and deliberate manner all children can see.*]



EXPLAIN: We use clapping to learn about syllables. Today we are using clapping to learn about the beat of music. Now let’s use rhythm sticks to help us pay attention to the beat of music.

ACT: [*Display two rhythm sticks. Demonstrate their use by tapping them gently together to the beat of “Mary Had a Little Lamb” as you sing the rhyme. Then distribute two rhythm sticks to each child. Urge children to tap the sticks gently together.*]

*Play a brief portion of Track 11 of *The Military Band: Salute to the Services* CD. Lead children in gently tapping together their rhythm sticks to the beat.*



If time and child interest permit, help children pay attention to the pace of a beat by leading children in gently tapping their rhythm sticks to a brief portion of the following song: Track 15 of *The Military Band: Salute to the Services* CD. At the conclusion of the music segment, ask children how the second piece of music was different from the first piece (second piece is faster).]

RECAP: Today we focused on the beat of music. We learned that a beat is a regular part or sound of music we listen to, sing, or play. We clapped and tapped rhythm sticks to help us pay attention to the beat of music. A beat can be fast or slow.



Scaffolding Tips

Extra support ■ In the opening segment, it is fine if some children opt to clap (or listen) but not say or sing the rhyme. The intent of the activity is to draw attention to the beat of the rhyme, not memorize its words. ■ Remind children that a nursery rhyme is a short story or song that can be funny (Language/Literacy Week 4, Day 2). ■ When you explain that a beat can be fast or slow, clap and sing “Mary Had a Little Lamb” at a noticeably slower and/or faster pace as an example.

Enrichment ■ In reciting “Mary Had a Little Lamb,” explain that fleece (“its fleece was white as snow”) covers the lamb. Fleece is wool. ■ When you indicate that a beat in music can be fast or slow, explain that sometimes the beat changes within a piece of music (a song). The beat of a specific song may begin slow and then become fast or might change from slow to fast to slow again. Some of the music played on Day 2 included passages with both slower and faster beats. ■ If possible, display and describe a metronome (or a picture of a metronome or an online electronic version) as a tool to help musicians keep a steady beat of the music. A metronome can be adjusted to go faster or slower.



Center Activity

Provide a CD player and *The Military Band: Salute to the Services* CD plus several musical instruments (a small drum, maracas) that children could use to show the beat of songs on the CD.



Family Child Care

Invite school-age children to make egg shakers (plastic eggs filled with seeds or pebbles and secured with heavy tape) that preschool-age children may use to show the beat of music you play on a CD or sing. Younger children in your setting may enjoy moving rattles or bells with the music.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of familiar words. Children will also understand the name and sound of the letter H.



Key Concepts

Review: Beginning sound



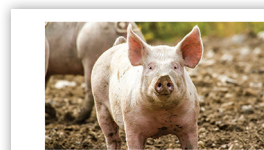
Materials Needed

- *Picture cards for letters S, P, E (see Be Prepared)
- Sticky tack
- Chart paper
- *Letter H card
- *4 letter H picture cards
- Chart from Day 2
- Children's letter journals
- Writing tools—1 per child
- List of children's first names for display to children
- *Printables provided

Be Prepared: Secure letter picture cards for letters S, P, and E (used in weeks 14, 15, 17, respectively). You will need three picture cards per letter.

BEGIN: We are learning more about the sounds of letters at the beginning of words. Remember, we call the first sound we hear the beginning sound of a word. Today we are going to play our letter sound game again.

EXPLAIN: We will use pictures that begin with sounds we did not use on Day 2. After we've figured out the letter the pictures begin with, I will place the cards on a chart and write the letter above them.



pig

James Langiewicz/flickr/Used With Permission



pear

Joe King/flickr/(CC BY 2.0)



pan

JPC24M/flickr/(CC BY-SA 2.0)

Beginning Sound P Song
(Sing to the tune of "Old McDonald Had a Farm")

**What's the sound that starts these words:
pig, pear, and pan? (wait for response from children)**

**/P/ is the sound that starts these words:
pig, pear, and pan.**

**With a /p/, /p/ here, and a /p/, /p/ there,
here a /p/, there a /p/, everywhere a /p/, /p/.**

**/P/ is the sound that starts these words:
pig, pear, and pan.**

ACT: [Display three picture cards for the letter P (pig, pear, pan).]

Place pictures together on a chart with sticky tack. Point to each picture as you say its name.]

Pig, pear, and pan all begin with the /p/ sound.

What letter makes the /p/ sound? (P)

[Write the letter P above the P picture cards.]

Let's try some more!

[Continue playing the game using picture cards for letters S and E.]

EXPLAIN: Let's learn more about the letter H.

[Display letter H card.]

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



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

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

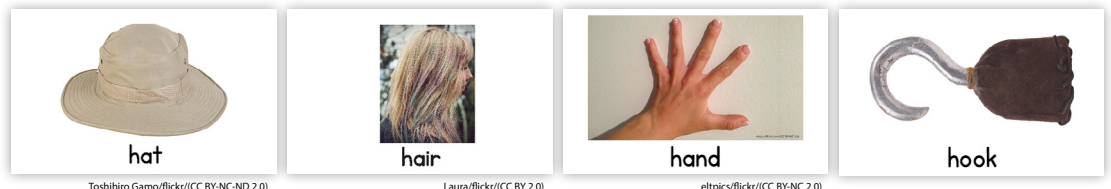
Pop up if you have the letter h somewhere else in your name (not at beginning).

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

ASK: What is our word that begins with the letter H? (home)

ACT: The letter H says /h/, just like at the beginning of the word "home." /h/, /h/, home. Let's say that together: /h/, /h/, home.

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



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

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

[Help children by suggesting other words that begin with h. Examples: hear, happy, hungry, horse.]

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

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

Understanding Letters *continued*



We use three lines to make an uppercase H. Two lines are straight and tall and the third line is short and goes across.

[Give each child his/her letter journal.]

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

RECAP: Today we looked at pictures of items that began with the same sound. Then we sang our song we learned last week to help us guess the letter the pictures began with.

We also learned that the letter H says /h/, just like at the beginning of the word "home." We made the uppercase (big) letter H in our letter journal. Let's say together the sound the letter H makes (/h/).



Scaffolding Tips

Extra support ■ Enunciate clearly each word when singing the song. ■ Hold up each letter card to remind children of what the letter looks like after they've figured out the letter that makes the sound. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask children to name other animals/items that begin with the same sound as a group of picture cards. ■ Some children may be interested in your demonstrating and describing how to make a lowercase h. Example: "A lowercase h is made with a straight line down and then a curved line."



Center Activity

Provide *picture cards used in today's activity. Encourage children to sort the cards by initial sound.

*Printables provided



Family Child Care

Invite children to look around your home for items that begin with the same letter sound. Younger children may work better in pairs, while older children may wish to look for items independently.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will understand how to determine if a number is more or less than a close or neighboring number.



Key Concepts

Review: Equal



Materials Needed

- *Number chart
- *2 sets of small numeral cards 1–5 per pair of children
- *Printables provided

BEGIN: [Arrange children in a circle.]

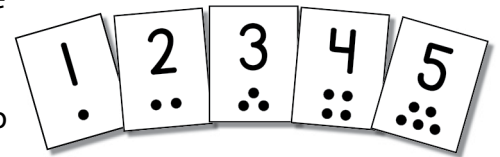
Let's count the number of children in our small group as we go around the circle.

I will begin with one. The person next to me will say the next number, which is number two. Then the person next to him/her will say the next number.

[Continue as each child says the next number in the counting sequence. Stop after each child has said a number.]

We have ___ children in our small group!

ACT: Today we will play a number game with cards. Each of us will have a partner and one set of cards with numbers 1–5. Each pair will mix up the two sets of cards to make one set. Then each pair will put the cards on the table between us so we cannot see the sides of the cards with numbers. Each person in the pair will choose one card.



After each of us chooses a card, we need to determine which card has a number that is more and which card has a number that is less. We can use our number chart to help us, if we need it. If each of us chooses a number that is the same, the numbers are equal. Remember, equal means they are the same.

[Pair children and place the set of cards between them. Observe as they play the game and determine who has the numeral that is more, and who has the numeral that is less. As children finish, mix up the cards. Play as long as time permits.]

									●
								●	●
							●	●	●
						●	●	●	●
				●	●	●	●	●	●
		●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●	●
●	●	●	●	●	●	●	●	●	●
1	2	3	4	5	6	7	8	9	10

RECAP: Today we played a game with numbers. We worked with a partner to find the number that was more and the number that was less. Did any of you choose numbers that were equal?



Scaffolding Tips

Extra support ■ Help children remember the number they are to say in counting the number of children in the small group. Examples: “What number comes next?” or “What number comes after number ___?” ■ As children play the game, help by pointing out the numerals on the number chart, if necessary. ■ Help children to better understand the use of the number chart by again demonstrating how the numbers increase in amount as you go down the line. ■ If children have difficulty determining which card is more or less, invite them to count the dots on each card and compare each amount. Example: “Lori, you have five dots on your card and Brennan has three dots on his card. Which card has more dots?”

Enrichment ■ Invite pairs of children to play with numeral cards 1–10, if they are able. ■ Give each child a numeral card 1–10 and invite them to line up in order of their number (use two lines if needed).

123 Center Activity

Supply *small numeral cards and a *number chart. Invite children to continue the game played during today’s activity.

*Printables provided



Family Child Care

Encourage school-age children to practice counting by twos, fives, and tens as they pass a ball to one another.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand some characteristics of small communities.



Key Concepts

New: Town
Farm
Silo
Barn

Review: City
Skyscraper



Materials Needed

*2 pictures as shown

Paper

Drawing tools



Also Promotes

Creative Expression

*Printables provided

BEGIN: We are learning about communities. Last week we talked about large communities. They are called cities. We know that really big cities have tall buildings called skyscrapers.

EXPLAIN: Today we are going to learn about small communities. A small community is often called a **town**. Fewer people live in a town than in a city. Towns have fewer houses and other buildings than cities.

[Display picture of buildings in a small community.]

Let's look at this picture of stores and other buildings in a town.

ASK: Are the buildings in this town as tall as skyscrapers in a city?

EXPLAIN: A small community might also include farms. A **farm** is a piece of land used for growing plants or raising animals. Some people in a small community might live on a farm. People who live on a farm need a lot of land to grow their plants or raise animals.

[Display picture of a farm.]

ASK: Have you ever been to a farm? What was it like?

EXPLAIN: *[Point to each item in the picture of a farm as you discuss it.]*

Some farms have special types of buildings. The tall buildings that are

curved at the top are called silos. A **silo** is used to store grain to feed animals. The red buildings in the picture are called barns. A **barn** is used for storing hay, grain, and farm equipment. Some farm animals live in a barn.

We are going to draw a picture of a building that can be found on a farm.

We can draw a barn or a silo or some other type of building you think would be on a farm. You can draw more than one building in your picture if you want to.



Jasperda/flickr.com/(CC BY-NC-ND 2.0)



Tom Gill/flickr.com/(CC BY-NC-ND 2.0)



ACT: [As children draw, encourage them to include details that might be related to a farm building, such as doors or windows.]

RECAP: Today we learned that a small community is usually called a town. Some people who live in a small community may live on a farm. We drew a picture of a farm building(s).

[If time permits, lead children in singing "Old MacDonald Had a Farm." You may wish to hang pictures of farm buildings on the wall.]



Scaffolding Tips

Extra support ■ In the description of a town, remind children that the word fewer means a smaller number of something (Language/Literacy Week 6, Day 2). ■ In the description of a silo, explain that grain is a type of food. Animals eat grain. Farmers put food for animals in a silo just like we put food in a box or container. A silo is big because there may be many animals on a farm. ■ Provide the picture of a farm as a guide for children's drawing efforts, if necessary.

Enrichment ■ Invite children to name some animals that could be found on a farm.



Center Activity

Provide play dough for children to create a farm. Add toy people to the center so children can extend their pretend play with their farm.



Family Child Care

Older children in your setting may enjoy reading books about a farm to younger children. Examples: *Big Red Barn* by Margaret Wise Brown, *Mrs. Wishy-Washy's Farm* by Joy Cowley. If possible, take children on a trip to a farm. Discuss buildings and other items found on a farm.



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will use underarm movements to throw a beanbag away from their body.



Key Concepts

New: Underarm throw
Opposite



Materials Needed

Large ball
Beanbags or yarn balls—2 or 3 per child
Rope or string (see Be Prepared)



Also Promotes

Self-Regulation

Be Prepared: Identify an open wall for children to use in throwing beanbags or yarn balls. Use a rope, string, or some other means to designate a line for children to stand behind to practice throwing.

Initially provide 5–7 feet between the line and the wall. Adjust the distance based on children's throwing skills (see Enrichment tip). Encourage children to use the hand of their choice for throwing; development of a dominant hand may be in process. You may wish to arrange for another adult to help you with the activity.

BEGIN: [*Throw a large ball up into the air and catch it.*]

We are learning and practicing how to throw a ball. Where have we thrown our balls? (up into the air)

EXPLAIN: Today we will learn how to throw an item away from our bodies. We use our hands and arms differently when we throw something away from us compared to when we throw something up into the air.

We will practice throwing a beanbag (or yarn ball) away from ourselves. We will use an underarm throw. An **underarm throw** involves moving one of our arms backward and then forward.

Each of us will decide what arm we want to use for throwing. We will call this our throwing arm.

ACT: Let's all raise the arm and hand we want to throw with today.

Now let's all use our other hand to point to our leg that is opposite our throwing arm. **Opposite** means someone or something that is across from us or on a different side. Our throwing arm is on one side of our body. Right now we want to point to our leg that is on the opposite (other) side of our body.

[*Encourage children to hold up their throwing arm/hand while using their other hand to point to their opposite leg. See Extra support tip for other ways to promote understanding of opposite.*]

Please watch and listen carefully to how we do an underarm throw.

[*Describe the following movements as you or another adult demonstrate each. Position the demonstrator so children can watch the side (vs. back or front) of the demonstrator.*]

- "*Stand tall with both feet flat on the floor and toes and shoulders facing the direction you will throw; look forward and keep your eyes on where you want to throw your item.*"
- "*Hold the beanbag in the palm of your throwing hand, with your throwing arm at the side of your body.*"

Moving Our Bodies *continued*



- *“Move your throwing arm backward and put your opposite leg in front of you. Remember, our opposite leg is on the other side of our body.”*
- *“Move your throwing arm forward and let go of the beanbag when it reaches the level of your chest.”*

After your description and demonstration, lead children through the movements with one beanbag per child or invite children to pretend they are holding/throwing a beanbag. Encourage children to hold the following key movements so you can again describe each: “(1) feet flat on floor with shoulders, head, and eyes straight ahead; throwing hand holds beanbag at the side of your body; (2) throwing arm moves backward while opposite leg moves forward; (3) throwing arm moves forward and hand lets go of the beanbag when it reaches level of your chest.”]

EXPLAIN: We will throw our beanbags at the wall. Remember, you decide which arm you want to use for throwing. Each of us will get two (or three) tries. After everyone has taken their turns throwing, we will safely pick up our beanbags and then practice some more underarm throwing.

ACT: *[Provide enough space between children so their movements do not interfere with each other. Provide verbal guidance as appropriate. Provide clear direction for all children to stop throwing beanbags before all children retrieve their beanbags. Provide clear direction for when to resume practice throwing. Continue as time and child interest permit. See Enrichment tip.]*

RECAP: Today we practiced underarm throwing. How does our throwing arm move when we use underarm throwing? (backward and then forward) What do we do with our opposite leg when we move our throwing arm backward? (opposite leg moves forward at same time throwing arm moves backward) Tomorrow we will talk about how our legs help us do underarm throwing.



Scaffolding Tips

Extra support ■ Emphasize the difference between throwing an item away (in front of us) and throwing an item up (above us). Our arm does not go above or near our head when we do an underarm throw. ■ Help children identify their throwing arm by explaining that the hand we use to throw something is usually the hand we use for drawing, holding a utensil, brushing our teeth, etc. ■ To help children remember the concept of opposite, you may wish to tie a bright ribbon on the shoe of a child's opposite leg (and on their throwing arm, if appropriate). Some other options for promoting the concept of opposite include: invite two volunteer children to stand across from each other as you explain the children are standing opposite of each other; ask children to point to the side of the room that is opposite of where you are currently standing; invite children to briefly describe what is on the opposite (other) side of the street from where they live. ■ Some children may be familiar with the phrase "tick tock" when doing an underarm throw. "Tick" is the backward movement, "tock" is the forward movement of the throwing arm. ■ It may be helpful to explain that our body is moving like scissors when we move our throwing arm backward and at the same time move our opposite leg forward.

Enrichment ■ When children move their throwing arm forward, it is fine if children also move forward the leg that corresponds to their throwing arm. It also is fine if children move forward their opposite arm when moving their throwing arm backward. ■ Increase the distance children throw the beanbag by moving the rope (or other marker) further from the wall. Explain that we move our throwing arm faster to get the beanbag to go further away from us. ■ Invite children to use their other arm to throw the ball and describe how it feels compared to use of their preferred throwing arm.



Center Activity

Provide indoor or outdoor space for children to continue to practicing underarm throwing with items used in the main activity. Remind children of specific movements involved in underarm throwing, as appropriate.



Family Child Care

Consider forming pairs of children in which a school-age child catches the beanbag (or yarn ball) thrown by a preschool-age child. Another option is for pairs of children to practice underarm throwing on an outdoor flat surface, with children using chalk to draw a circle or place an X where a beanbag lands. Different colors of chalk could be used to designate children.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter H card

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Days 1 and 3

*Printables provided

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

BEGIN: [Display letter H card.]

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

Letter H says /h/, just like in the word "home." /h/, /h/, home. Let's together say /h/, /h/, home.

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

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

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

WEEK

18

DAY

5

Understanding Words *continued*



Language/
Literacy

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.]*

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of making mental comparisons of close or neighboring numbers.



Key Concepts

Review: Number chart



Materials Needed

*Number list

*Number chart

*Printables provided



Optional Reading

The Water Hole by Graeme Base

BEGIN: This week we learned more about numbers. We know how to find the number that comes after another number. We also know which number is more and which number is less when we compare two numbers.

ASK: [Hold up the correct number of fingers to represent “pretzels” as you ask the following questions:]

- If I have four pretzels and Kathy has five pretzels, who has more pretzels?
- Who has fewer pretzels? How do we know?

EXPLAIN: We know how to use our number list to help us determine which number comes after another number. I have a number list for us to use if we need it.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Let’s pretend we went walking down the street. We walked by a house with a number one on it. The next house had a number two on it.

[Point to the numeral one and the numeral two on the number list.]

ASK: What number would be on the next house?

EXPLAIN: Number three is next because it comes after number two.

[Point to the numeral three on the number list as you explain the number sequence.]

Point to the numeral four on the number list.]

ACT: Let’s find and point to this number on our number chart. We know that our number chart has numbers from 1–10 on the bottom. There are dots for each number in the rows above.

[Display number chart. Choose a volunteer child to find and point to the numeral four on the number chart.]

									•
								•	•
							•	•	•
						•	•	•	•
				•	•	•	•	•	•
			•	•	•	•	•	•	•
		•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•	•
1	2	3	4	5	6	7	8	9	10

Now let’s point to and count each of the dots above number four on our number chart.

[Choose a different volunteer child to find and point to the numeral four on the number chart.]

EXPLAIN: We can also use a number chart to determine which of two numbers is more or less.

ASK: Let's use our number chart to answer some questions.

- Which number is more: two or three? How do we know?
- Which number is less: nine or eight? How do we know?

EXPLAIN: Let's try some numbers that are close to each other on the number chart but not next to each other.

- ASK:**
- Which number is more: three or one? How do we know?
 - Which number is less: five or three? How do we know?

RECAP: We are learning more about numbers. We know how to use our number list to tell which number comes after another number. We also know how to tell which number is more and which number is less when we use our number chart.



Scaffolding Tips

Extra support ■ As you ask children which numeral is more or less, point to the numerals on the number chart. ■ If children have difficulty determining which number is more or less, count the number of dots on the number chart above each number to determine which number has more (or fewer) dots.

Enrichment ■ Invite children to think of a number that is more than five. Invite children to think of a number that is less than seven.

123 Center Activity

Supply *small numeral cards and a *number chart. Invite children to use these items to play a game. Invite children to place cards face down in front of them. As children take turns turning over two cards, ask them which numeral is more or which is less. If they are the same numeral, they are equal and a match! Children should place the two cards chosen to the side, and the next person takes a turn.

*Printables provided

WEEK

18

DAY

5

Counting Things *continued*

123

Mathematics



Family Child Care

Continue to practice more and less with numbers throughout the day. Practice with toys when outside, and with food during lunch. Use the number chart when comparing. School-age children will enjoy comparing larger numbers.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand some differences between large and small communities.



Key Concepts

Review: City
Town
Farm
Describe



Materials Needed

Children's cityscapes and farm drawings

BEGIN: We are learning about small communities and large communities. We know the words city and town. Is a city a large community or a small community? Is a town a large community or a small community?

EXPLAIN: Last week each of us made a picture of skyscrapers, and yesterday we drew a picture of a farm building(s). We learned that a farm is a piece of land used for growing plants or raising animals.

ACT: Today we are going to describe our picture of skyscrapers or the drawing of our farm building(s). Remember, when we describe something we tell others about it.

[Invite volunteer children to describe either their picture of skyscrapers or their picture of a farm building(s). Encourage children to describe the item they chose and how the building is used. Example: "What happens in a skyscraper?" (people live or work there)]

RECAP: Today we described our pictures of skyscrapers and farm buildings and discussed how the buildings are used. Pop up if you'd like to live in a large community! Pop up if you'd like to live in a small community!

 Scaffolding Tips

Extra support ■ Remind children to be good listeners when someone is describing. ■ If children seem nervous or reluctant to describe their item, indicate that it is okay to feel this way. ■ If children do not wish to describe their item, encourage them to hold the item as you help them share by describing it.

Enrichment ■ Invite children to ask questions about a building(s) drawn by another child. ■ Invite children to count the number of windows in their skyscrapers.



Center Activity

Provide animals, cars, people, and small blocks. Encourage children to build a large or small community.

WEEK

18

Exploring Where We Live *continued*



Social
Studies

DAY

5



Family Child Care

If you live in an area with buildings that are two or more stories high, take children for a walk and discuss the shapes you see in them.



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will understand how parts of their body contribute to underarm throwing.



Key Concepts

Review: Underarm throw
Opposite



Materials Needed

Beanbags or yarn balls—2 or 3 per child
Target (see Be Prepared)
Rope or string (see Be Prepared)



Also Promotes

Self-Regulation

Be Prepared: Provide a specific target for children's underarm throwing attempts in your classroom's activity space. One target option is to draw a large circle (or two concentric circles) with a red marker on chart paper and affix it to an open wall. A more challenging target option is a large container, such as a bucket. If children are throwing at about the same time (vs. taking turns), provide a sufficient number of targets so children can stand in front of the target (and not throw from an angle). Use a rope, string, or some other means to designate a line for children to stand behind to practice throwing. Provide a throwing distance that best accommodates children's underarm throwing skills as shown in yesterday's activity and the challenge of today's target. The activity is aimed at practice, not competition; it is not necessary to keep track of whether targets are successfully hit. You may wish to arrange for another adult to help you with the activity. To help children control their actions, distribute beanbags after the discussion of how parts of our body contribute to underarm throwing.

BEGIN: Yesterday we practiced underarm throwing. We know that an underarm throw involves moving our throwing arm backward and then forward. Remember, each of us decides which arm we want to use for throwing. Let's all raise our throwing arm.

EXPLAIN: [*Demonstrate—or invite a volunteer child to demonstrate—the movements described below.*]

We begin an underarm throw by standing tall with both feet flat on the floor and our toes and shoulders facing the direction we want to throw. We look forward and keep our eyes on where we want to throw our item.

[*Point to target as you describe it.*]

Today we will use underarm movements to throw our beanbags at (name of target).

ASK: Why do we want to point our toes and shoulders in the direction we want to throw, and look forward and keep our eyes on where we want to throw? (so we can focus on our target)

[*Follow-up prompt, if needed: "Would we have a good chance of hitting our target if we faced our body in a different direction or didn't look at what we want to hit?"*]

EXPLAIN: We move our throwing arm backward and put our opposite leg forward. Remember, opposite means someone or something that is across from us or on a different side. The opposite of an arm or leg on one side of the body is the arm or leg on the other side of the body. We can keep our balance by putting our opposite leg forward when our throwing arm moves backward. Our body might tip a little bit, or we might even fall over, if we didn't use our opposite leg to help us keep steady while our throwing arm is going backward.

Moving Our Bodies *continued*



Moving our throwing arm backward and then forward helps us throw our beanbag further away from us. Look at what happens to the beanbag when I do not move my throwing arm backward and then forward.

[Demonstrate “throwing” the beanbag without moving your throwing arm backward and then forward.]

ACT: Let’s practice our underarm throw by trying to hit (name of target). It is okay if our beanbag does not hit the target. We are practicing. We are not competing.

[Distribute beanbags and describe rules of activity. Provide enough space between children so their movements do not interfere with each other. Provide verbal guidance as appropriate. Provide clear direction for all children to stop throwing beanbags before all children retrieve their beanbags. Provide clear direction for when to resume practice throwing. Continue as time and child interest permit.]

RECAP: Today we practiced underarm throwing by trying to hit (name of target). How can we keep our balance when our throwing arm moves backward? (move opposite leg forward) Was it easy or hard to hit our (name of target)? Why?



Scaffolding Tips

Extra support ■ When you describe the importance of pointing your body toward the target, stand in a haphazard fashion and turn your head sideways. Ask children to describe how your body is not ready to do an underarm throw at a target. Show how your beanbag might not hit the target using a haphazard body posture. ■ Remind children that when we balance something we keep it steady (Physical/Health Week 7, Day 4). ■ Explain that a **target** is something we want to reach or do.

Enrichment ■ Provide experiences with two different types of targets (a bucket and a circle on the wall). ■ Encourage children to suggest ways to increase the challenge of hitting a target with an underarm throw. ■ Invite children to try different levels of “speed” by moving their throwing arm slightly faster and slightly slower. What happens to the beanbag?



Center Activity

Provide indoor or outdoor space for children to continue practicing underarm throwing focused on a target. Encourage children to find ways to make a target more challenging while still doing an underarm throw.

WEEK

18

DAY

5

Moving Our Bodies *continued*



Family Child Care

Invite school-age children to intentionally make a “mistake” while doing an underarm throw, and encourage preschool-age children to identify the “mistake.”

This activity was informed by physical education specialist Donovan Yarnall of South Carolina.