Observing the Weather

Unit 4 • Week 11
Unit 4: The Great Outdoors

Week 11: Observing the Weather

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Week 11: Observing the Weather

This week you will introduce the children to various types of weather, experiment with predicting what the wind will and won’t blow, and conduct an experiment to create a cloud. The children will also:

- learn /l/ and identify initial and final /l/ words
- create graphs and interpret the results
- segment and blend words together to form compounds
- review letters Aa, Bb, Nn, Pp, Ss, Tt and their sounds
- blend letters to form words
- practice creating AB and ABC patterns
- clap words in sentences
- learn about different types of thermometers and how they work

Starfall Books & Other Media

ABC for Gingerbread Boy and Me by Starfall
Star Writer Melodies
Starfall’s Selected Nursery Rhymes (Book and Audio CD)
Starfall Sing-Along Volume 1
Thermometers by Stephen Schutz
Weather Cards
Who Likes the Rain? adapted from the poem by Clara Doty Bates
Who Likes the Rain? Picture Cards

Preparation

Day One

Morning Meeting — Prepare your choice of music for “Freeze.” Prepare a sentence strip that reads: I know this is _____ because ____. Leave enough room in the first blank space for a Weather Picture Card.

Story Time — Prepare a chart paper graph titled “Who Likes the Rain?” Write “Yes” and draw a smiley face next to it as a heading on the left side, and “No” with a sad face next to it as a heading on the right side to form two columns.

Day Two

Morning Meeting — You will need these materials for today’s cloud experiment: tape, a match, hot tap water, ice cubes in a plastic bag, a glass jar, and a piece of black paper cut to fit around the outside bottom third of the jar.

Story Time — Have the “Who Likes the Rain?” graph from Day 1 available.

Small Group — You will need a clothespin and a paper plate (sectioned into fourths) for each child.
**Day Three**

*Morning Meeting* — You will need a cotton ball for each child, and a large bowl of water.

*Story Time* — Prepare a chart paper titled “The many ways rain is important.”

Select your choice of book about rain to share. Suggestions include:

- *Just a Thunderstorm* by Gina and Mercer Mayer
- *Mushroom in the Rain* by Mirra Ginsburg
- *Olivia and the Rain Dance* by Maggie Testa
- *Rain Talk* by Mary Serfozo

**Day Four**

*Morning Meeting* — Prepare a chart paper graph with the title “Will the Wind Blow it?” Write “Yes” as a heading on the left side, and “No” as a heading on the right side, forming two columns. Have a portable fan and objects such as a feather, a straw, a tissue, a piece of paper, a marker, a pencil, scissors, a balloon, and a small toy on hand.

*Circle Time* — Have the list of LI words from Day 3 available.

*Story Time* — Gather several different types of thermometers to introduce.

*Small Group* — Fill a spray bottle with watered down blue tempera paint.

**Day Five**

*Story Time* — Choose a book about the weather to share with the children. Suggestions include:

- *Little Cloud* by Eric Carle
- *Oh Say Can You Say What’s the Weather Today?* by Tish Rabe
- *Weather Words and What They Mean* by Gail Gibbons
- *What’s The Weather?* by Jo Moon

**Looking Ahead**

In preparation for transitioning to a full month calendar in Week 12, you will need a month calendar chart. Send an email or note to parents informing them that the children should wear or bring pajamas and a favorite stuffed animal to school on Day 2 of Week 12. Optional: Purchase glow in the dark stars and affix them to your classroom ceiling.

**Snack Suggestion**

Create ladybug snacks by spreading jam or jelly on mini rice cakes. Children add raisins for spots and a grape for the head.

**Outside Activity**

Using crepe paper strips or streamers, the children run around a play area to experience how wind moves the paper.

Partner children and give each pair a feather. Children blow on the feathers to keep them from touching the ground. Explain that when we blow air out of our mouths it is like the wind.

---

**Gross Motor Skills**

Combines a sequence of large motor skills
Moves with balance and control
### WEEK 11

#### Day One

<table>
<thead>
<tr>
<th>Gathering</th>
<th>Predict and forecast weather</th>
<th>Predict and forecast weather</th>
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<td></td>
<td>Calendar Routine</td>
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#### Morning Meeting

<table>
<thead>
<tr>
<th>Gingerbread Boy's Message</th>
<th>Identify different types of weather</th>
<th>“What’s the Weather?”</th>
</tr>
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<tbody>
<tr>
<td>Vocabulary: cloudy, rainy</td>
<td>Review: sunny, windy, snowy, foggy</td>
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<tr>
<td>“Who Likes the Rain?”</td>
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</table>

#### LEARNING CENTERS

##### Circle Time

<table>
<thead>
<tr>
<th>Phonological Awareness: Rhyming words</th>
<th>Phonological Awareness: Compound words</th>
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<tbody>
<tr>
<td>Introduce and listen for /l/</td>
<td>Introduce Ll</td>
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<tr>
<td>“Ladybug” riddle</td>
<td>ABC for Gingerbread Boy and Me</td>
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<tr>
<td>Introduce left</td>
<td>List Initial /l/ words</td>
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<td>“Looby Loo”</td>
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</table>

##### Story Time

<table>
<thead>
<tr>
<th>Who Likes the Rain?</th>
<th>“It’s Raining, It’s Pouring”</th>
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</thead>
<tbody>
<tr>
<td>Graph who likes rain and who doesn’t</td>
<td>Who Likes the Rain?</td>
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<tr>
<td>Picture Cards</td>
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##### Small Group & Exploration

<table>
<thead>
<tr>
<th>Who Likes the Rain?</th>
<th>Draw and label weather pictures</th>
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<tr>
<td>Who, Where, What, Why, and How</td>
<td>Weather plates</td>
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### WEEK 11

<table>
<thead>
<tr>
<th>Day Three</th>
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<tr>
<td>Predict and forecast weather</td>
<td>Predict and forecast weather</td>
<td>Predict and forecast weather</td>
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<td>Calendar Routine</td>
<td>Calendar Routine</td>
<td>Calendar Routine</td>
</tr>
<tr>
<td>Gingerbread Boy’s Message</td>
<td>Gingerbread Boy’s Message</td>
<td>Gingerbread Boy’s Message</td>
</tr>
<tr>
<td>Water’s effect on weather</td>
<td>“Will the Wind Blow It?” graph</td>
<td>Weather Picture Card Riddles</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>Predict whether wind will or will not blow objects</td>
<td>“What’s the Weather?”</td>
</tr>
<tr>
<td>Phonemic Awareness: Blend CVC words</td>
<td>Phonological Awareness: Count words in sentences</td>
<td>Phonological Awareness: Rhyming words</td>
</tr>
<tr>
<td>List words that begin with /l/</td>
<td>Introduce final /l/</td>
<td>Initial /a/, /b/, /n/, /p/, /s/, /t/, /l/</td>
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<tr>
<td>Introduce ASL sign for Ll</td>
<td>Sing “Where Is /l/?”</td>
<td>Sing “Where Is /l/?”</td>
</tr>
<tr>
<td>Sing “Where Is /l/?”</td>
<td>Review Bb, Nn, Pp, Ss, Tt</td>
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<tr>
<td>Teacher’s Literature Choice: Rain</td>
<td>Thermometers</td>
<td>Teacher’s Literature Choice: Weather</td>
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<tr>
<td>List ways rain is important</td>
<td>How thermometers work</td>
<td></td>
</tr>
<tr>
<td>Vocabulary: nonfiction, thermometers</td>
<td>Rainy day pictures</td>
<td>Complete projects or conduct observations and individual assessments</td>
</tr>
<tr>
<td>Use Weather Picture Cards to create AB and ABC patterns</td>
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</table>

**LEARNING CENTERS**

- Phonemic Awareness: Blend CVC words
- List words that begin with /l/
- Introduce ASL sign for Ll
- Sing “Where Is /l/?”
- Review Bb, Nn, Pp, Ss, Tt
- Teacher’s Literature Choice: Rain
- List ways rain is important
- **Thermometers**
  - How thermometers work
  - **Vocabulary:** nonfiction, thermometers
- Use Weather Picture Cards to create AB and ABC patterns
- Rainy day pictures
WEEK 11
LEARNING CENTERS

Media & Technology
Uses technology to explore and review information

Phonics
Focuses on letter names and shapes

Creative Arts
Creates original work
Shows care and persistence in a variety of art projects

Math
Uses one-to-one correspondence to determine “how many”

Computer Center


Interaction & Observation
• Engage children in conversation about the letters on which they are working by asking questions such as: Are there other animal names that begin with the same sound as bear? What do you click to get back to the alphabet to choose another letter? How is P different from B?

Art Center

Activity — Using pictures as models, children paint pictures of ladybugs to decorate the classroom during their study of the great outdoors. Display paintings on black craft paper cut a few inches larger than the paintings for an art gallery effect on the classroom walls.

Interaction & Observation
• Offer options as the children paint, draw and create.
• Engage them in conversation about their ladybug paintings by asking questions such as: How many ladybugs did you paint? How did you decide how many ladybugs to paint? How many spots does your ladybug have?
• Praise accomplishments and celebrate the children’s work. Invite other classes to visit and appreciate the ladybug art gallery.

Library Center

Activity — The children read along and listen to Who Likes the Rain? and Thermometers after the books are introduced. They also enjoy picture books (including audio versions) from your classroom or school library relating to weather and various types of thermometers.

Interaction & Observation
• Add soft pillows, a small lamp, and other stuffed animals for children to hold as they listen to stories.
• Add interest by placing Gingerbread Boy in this center occasionally so that children can read or share books with him.
• Sit down with children and engage them in conversations about their favorite books, favorite characters, and what they liked about the stories.

Materials

<table>
<thead>
<tr>
<th>Computer Center</th>
<th>Materials</th>
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<tbody>
<tr>
<td></td>
<td>Computers set up to access</td>
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<tr>
<td></td>
<td>Starfall.com</td>
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<td>Headsets</td>
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<table>
<thead>
<tr>
<th>Art Center</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Art paper</td>
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<tr>
<td></td>
<td>Tempera paint (black and red)</td>
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<tr>
<td></td>
<td>Paintbrushes, water</td>
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<tr>
<td></td>
<td>Ll/Wall Card showing ladybugs</td>
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<tr>
<td></td>
<td>Ladybug books and pictures</td>
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</table>

<table>
<thead>
<tr>
<th>Library Center</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Who Likes the Rain?</td>
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<tr>
<td></td>
<td>(Book and Audio CD)</td>
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<tr>
<td></td>
<td>Thermometers</td>
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<tr>
<td></td>
<td>(Book and Audio CD)</td>
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<tr>
<td></td>
<td>Books about weather/ thermometers</td>
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</table>
**Dramatic Play Center**

**Preparation** — Change this center to serve as a weather station.

**Activity** — Children become TV weather reporters, using pointers to reference maps on the wall, a table and chairs for reporting the weather, and papers on the desk to write on and read from.

**Interaction & Observation**
- Guide children in creating language-rich play scenarios as each unit theme is introduced, by playing a role in their dramatic play interaction.
- After modeling roles, provide time for children to create their own play scenarios.

**Materials**
- United States or state maps
- Pointer
- Small table for weather desk and chairs
- Adult clothing
- Toy or pretend microphone

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**Construction Center**

**Activity** — The children build roads, ramps, highways, parking garages, and homes. They also make signs for their buildings and highways. ("I-40," "Park Here," "Truck Stop")

Take pictures of the children’s buildings and roads and tape them on the wall in this center.

**Interaction & Observation**
- Props such as vehicles stimulate creative construction as well as extend and enrich children’s language. Signs and labels on finished constructions also help children to see real use of written language.
- Expand learning potential with questions and comments such as: Do you think this truck will fit through your garage door? Will the cars go under the bridge or over the bridge? Will the building fall down if we put this big block on top?

**Materials**
- Small cars, trucks, other vehicles
- Various sizes and shapes of building blocks
- Paper, pencils

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**Writing Center**

**Activity** — Using Weather Cards as models, children draw and color pictures of their favorite type of weather (sunny, rainy, snowy, etc.). They also write or dictate a sentence about their pictures.

**Interaction & Observation**
- Encourage creative expression that relates to experiences which are particularly meaningful to the individual child.
- Nurture language development as you help children record their thoughts through dictation and beginning writing.

**Materials**
- Manila drawing paper
- Pencils, crayons, markers
- Weather Cards
**WEEK 11 • CENTERS**

**Science**
- Investigates states of matter
- Shows curiosity by asking questions and seeking information
- Uses tools and equipment to explore objects

**Math**
- Duplicates identical patterns with at least two elements
- Describes objects according to characteristics or attributes
- Uses rules to create and extend repeating patterns

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**Discovery Center**

**Activity** — Children experiment with ways to make rain by pouring water through strainers, colanders, etc. with holes in various sizes.

**Interaction & Observation**
- Water play is soothing for children, as they don’t have to worry about a final product. They can relax and center their attention on the task of simply exploring and enjoying the properties of water.
- Discuss the size of the “raindrops” with children as they experiment.
- Encourage the children to think and talk about what they are doing and seeing.

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**Math Center**

**Activity** — Children use various manipulatives and work together or alone to create ab/ab/ab patterns in two colors, then abc/abc/abc patterns in three colors.

**Interaction & Observation**
- Ask key questions as children work with beginning patterns, such as: What would come next in this pattern? Can you show me more of this pattern? How could you read this pattern? (red/blue, red/blue) What is another way to read this pattern? (ab/ab/ab)
- To gather information regarding how children understand and extend patterns, begin a simple pattern and children chant the pattern as they copy it. Encourage them to continue the pattern for the length of the table, or their arms, etc.
- As children grasp the ab/ab/ab sequence, extend the pattern.

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**Materials**

- Variety of strainers, sifters, colanders, small tea strainers, and empty salt and pepper shakers
- Water table
- Interlocking cubes, links or small wooden blocks in various colors
Gathering

Review the names of the children who are present and those who are absent.

Children place the appropriate Weather Card on the Weather Board for Today’s Weather, Our Prediction, and Tomorrow’s Weather Forecast.

Review the names of the days of the week. Children identify and mark the date.

Morning Meeting

Warm Up Your Brain

Play “Gingerbread Boy Says” (a variation of “Simon Says”).

Use the following sample actions and/or add some of your own. Children listen for the words “Gingerbread Boy Says” before deciding whether or not to perform the actions.

- Cross your arms, rest your right hand on your left shoulder and your left hand on right shoulder.
- Twist at your waist several times.
- Hop up and down ten times. Count as you hop.
- Do five jumping jacks. Count as you jump.

Introduce Weather

Read and discuss Gingerbread Boy’s message.

Say: Listen carefully for the different kinds of weather in this song. Play Sing-Along Volume 1 Track 40 “What’s the Weather?” Name the Weather Cards as you place them in the middle pocket of a pocket chart.

Place the prepared sentence strip in the top row of the pocket chart.

Say: Here is a sentence that has blanks. It says: I know this is (blank) because (blank). Read with me. Children read, I know this is (blank) because (blank).

Say: Let’s fill in the blanks to finish the sentence. I’ll go first.

Select the Weather Card foggy. Place the Weather Card in the blank. Say: Read the sentence with me. Read I know this is foggy because with the children.

Say: The sentence is still not finished. Let’s look at the Weather Card to get an idea of how to finish it. I know! I know this is foggy because Gingerbread Boy is standing in a low cloud.

Remove the Weather Card. Say: Now it’s your turn to finish the sentence. Volunteers repeat the procedure using the remaining Weather Cards. Classmates assist as necessary.
Phonological Awareness: Rhyming Words

Indicate Nursery Rhymes page 20. Read “Rain, Rain.” Say: Listen again for the words that rhyme. Repeat the nursery rhyme again emphasizing the words away, day, and play. Say: Away, day, and play rhyme. Read the rhyme a third time and leave off these words. Children chime in to complete the lines.

Introduce /l/

Say: Grandmother has a riddle for us. Listen to her clues to solve this riddle. Grandmother reads “Ladybug.” The children identify the ladybug to solve the riddle.

Indicate Picture Cards leaf, leg, lion and log. Say: Here is a picture of a lion. Say, lion. Lion begins with /l/. Say /l/.

- Leg begins with /l/. Say, leg. Say /l/, leg.
- Say, log. What sound do you hear at the beginning of log? Right, /l/.

Say: Listen to these two words and tell which one begins with /l/: lion, puppies. (Children respond, lion.) Right! Lion begins with /l/. (Children repeat, /l/.) Listen again. Which one begins with a /l/: ball, lamb. (Children respond, lamb.)

Say: Let’s pretend we are ladybugs and try to catch insects in a farmer’s field. (Children quietly crawl around on the floor and pretend to look for insects.) Listen to these words. If you hear /l/ at the beginning, gobble up an insect. If the word doesn’t begin with /l/, freeze. Ready? Use: leaf, look, pan, tiger, listen, tent and left.

Grandmother says: Left begins with /l/. Raise your left arm. (Demonstrate by raising your right arm since the children will mirror you.) Print an “L” on each child’s left hand. As you mark each hand say: This is your left hand.

Gather children in a circle. Explain that they will sing a song called “Looby Loo.” Children determine what sound they hear at the beginning of Looby and Loo. Play Sing-Along Volume 1, Track 19. Children sing “Looby Loo” and follow the directions in the song. Remind them to look at the L on their hands to know which side is their left.

Encourage the children to listen for /l/ today.
**“Who Likes the Rain?” Graph**

Indicate the Weather Picture Card **rainy** and the “Who Likes the Rain?” graph.

Say: **This is a picture of a rainy day. Let’s use this “Who Likes the Rain?” graph to talk about who likes rain and who doesn’t. Read with me.** The children read aloud as you indicate each word.

Ask: **How many words are in this title?** (four) **Under the title there are two columns.** Indicate the word **yes**.  Ask: **What is this word?** Right, it is **yes**. You can remember it because it has a smiley face next to it. If you like rain you will write your name under **yes**.

Ask: **What is the other word?** Right, it is **no**. You can remember it because there is a sad face. If you don’t like rain, you will write your name under **no**.

Several children at a time write their names in the appropriate columns. Discuss the results when the graph is complete.

Tell the children to partner up and sit criss-cross, knee to knee. Say: **If I tap your head you are partner one.** Tap one child in each pair.

Say: **Partners one, raise your hands.** Tell your partner if you like rain and why. **If you don’t like rain, tell your partner why you don’t like rain. Begin.**

After a short time say: **Wiggle your nose if you can hear me. Partners two, raise your hands.** It’s your turn to share. **Begin.**

After a short time, say: **Wiggle your nose if you can hear me.** Let’s give a big rocket cheer for a great job sharing!

**Small Group & Exploration**

**Who, Where, When, What, Why, and How**

Read *Who Likes the Rain?* For each illustration, ask *who, where, when, what, why,* and *how* questions. Encourage children to use specific language to label the pictures. Identify vocabulary, even words that may not be represented in the text. Review those words at the end of the session.

Sample questions for pages two and three:

- **What animal do you see in this picture?** (yellow duck with red rubbers)
- **What is another name for ‘rubbers’?** (rain boots)
- **Why do you think they are called rubbers?** (They are made from rubber.)
- **Why is the duck wearing his red rain boots?**
- **Where is the duck?** (outside)
- **How do you know the duck is outside?** (mud, bushes and puddle)
- **Do you think it’s still raining?** How do you know?
Day Two

Gathering

Review the names of the children who are present and those who are absent.

Children place the appropriate Weather Card on the Weather Board for Today’s Weather, Our Prediction, and Tomorrow’s Weather Forecast.

Children check yesterday’s prediction and forecast tomorrow’s weather.

Review the names of the days of the week. Children identify and mark the date.

Warm Up Your Brain

Play “Freeze-a-Roo.”

Name a motion (hop, walk, jump, gallop, run) for the children to perform. Play your music choice, and pause it periodically. When the music stops, children freeze.

How Clouds Are Formed

Read and discuss Gingerbread Boy’s message.

Review the graph from Day 1. Add Gingerbread Boy’s name in the “yes” column. Children count the votes and determine which response received the most and the fewest names.

Ask: Did you know that when you look at a cloud you are really looking at water? Little water droplets form into clouds when warm air heated by the sun meets the cooler, damp air coming up off the ground. The water droplets are so small and light they can float in the air. When enough water droplets gather together, they get too heavy to float, so they fall down as rain.

Perform the following experiment to demonstrate how a cloud is formed.

- Tape the piece of black paper around the bottom third of the jar.
- Fill the jar with hot water and let it sit for about a minute. Pour out all but an inch of the water.
- Light the match and hold it over the jar opening for a few seconds. Drop the match into the water and quickly put the plastic bag of ice cubes over the top of the jar.

Explain: The warm water and the match heated the air inside the jar. The warm, wet air rose up to the top of the jar and ran into the cold air just below the ice cubes. When the warm, wet air met the cold, wet air they created a cloud of water droplets and formed an instant cloud!

Engage children in a discussion about the experiment.

Morning Meeting

Materials

Science
- Observes and describes weather and how it changes

Social Studies
- Begins to categorize time intervals

I loved the poem “Who Likes the Rain?” Can you add my name to your graph under ‘yes’?

Love,
Gingerbread Boy

Materials

- Music of your choice
- “Who Likes the Rain?” graph from Day 1
- Cloud Experiment Materials:
  - glass jar with a piece of black paper cut to fit around the bottom third of it
  - tape
  - hot tap water
  - a match
  - ice cubes in a plastic bag

Science
- Participates in scientific investigations
- Investigates states of matter
- Explores the characteristics of clouds

Observes and describes weather
Phonological Awareness: Compound Words

Say: **Listen to these two words and put them together to make a new word. Ready? lady/bug (ladybug)**

Distribute two cubes or chips to each child.

Say: **Put your cubes together. Say leapfrog. Do you hear two words in one? Let’s take the word apart: leap, (Hold up one of your cubes.) frog, (Hold up your other cube.) leapfrog. What should you do with your cubes now? Right, put them back together. Let’s try some more. Repeat with lifeguard, lighthouse, and lookout.**

Introduce **Ll**

Indicate Letter Card Ll. Say: **This is the letter Ll. (Children repeat, L.) One L is uppercase and one l is lowercase, but both letters are Ll. The letter Ll stands for /l/ (the Ll sound). Each time I touch the letter Ll, say /l/.”**

Touch the Letter Card several times, quickly and slowly and children say /l/.

Say: **Let’s skywrite uppercase L. (demonstrate) Now, let’s skywrite lowercase l. (demonstrate) Now, find a partner. (Children find partners.) Take turns and use your finger to write uppercase L on your partner’s back! After they have done this several times say: Now write lowercase l.**

Indicate the star. Ask: **Who can find the letter Ll on the Alphabet Chart?** A volunteer identifies Ll and attaches the star on or above the Wall Letter Card.

Indicate ABC for Gingerbread Boy and Me. Say: **Here are some pictures of things that begin with Ll.**

- Identify each picture. Children repeat.
- Isolate the beginning sound (example: ladybug, /l/).
- Indicate the word below each picture. Say: **Here is the picture, and here is the word that names the picture.**
- Discriminate between picture/word. (example: Point to the picture of the ladybug. Point to the word, ladybug.)

Encourage children to bring items, (or pictures of items), from home that begin with /l/.
**Story Time**

**Sequence Who Likes the Rain?**

Indicate *Nursery Rhymes* page 20. Read and discuss “It’s Raining, It’s Pouring.”

Indicate *Who Likes the Rain*? Say: *Yesterday we talked about who in our class likes the rain. Today we will read a poem that tells how others feel about rain. The title is Who Likes the Rain? Clara Doty Bates wrote the poem. Picture-walk through the book and discuss the illustrations.*

Place the *Who Likes the Rain*? Picture Cards in the middle of a pocket chart in random order. Ask: *Who can find the picture that matches the cover of the book? Place the cover Picture Card in the top row of the pocket chart.*

Say: *Let’s play a game. I will begin reading the poem. When you see a Picture Card that matches the page, give a thumbs up. Let’s practice. Give a thumbs up!* The children do this.

Read *Who Likes the Rain*?. Each time children identify a page that matches a Picture Card, a volunteer locates the card and places it at the top row of the pocket chart in sequence after the cover card. Continue until all pictures are placed in order. Say: *Let’s give ourselves a big rocket cheer!*

**Small Group & Exploration**

**Make Weather Plates**

Distribute paper plates. Say: *Your plate is divided into four parts. Let’s count them. (Children indicate each section as you count them together.) Let’s turn these into weather plates.*

The children draw one weather picture in each section. Demonstrate how to clip the clothespin onto the plate to match the various weather pictures to the current weather.

**Materials**

<table>
<thead>
<tr>
<th>Phonological Awareness</th>
<th>Identifies rhyming words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Identifies sequence of events</td>
</tr>
<tr>
<td></td>
<td>Makes connections using illustrations/photos, prior knowledge, real-life experiences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
</tr>
<tr>
<td>Who Likes the Rain?</td>
</tr>
<tr>
<td>Who Likes the Rain? Picture Cards</td>
</tr>
<tr>
<td>Pocket chart</td>
</tr>
<tr>
<td>Starfall’s Selected Nursery Rhymes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows care and persistence in a variety of art projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observes and describes weather and how it changes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Group &amp; Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
</tr>
<tr>
<td>Weather Picture Cards: cloudy, rainy, snowy, sunny</td>
</tr>
<tr>
<td>A paper plate for each child, sectioned into fourths</td>
</tr>
<tr>
<td>Clothespin for each child</td>
</tr>
<tr>
<td>Pencils, crayons, markers</td>
</tr>
</tbody>
</table>
Review the names of the children who are present and those who are absent.

Children place the appropriate Weather Card on the Weather Board. They check yesterday’s prediction and forecast tomorrow’s weather.

Review the names of the days of the week. Children identify and mark the date.

Warm Up Your Brain


Play the Nursery Rhymes Audio CD, Track 6. The children pretend to be spiders. They:
- climb up a spout
- fall to the floor
- look up at the sun
- begin to climb again

Weather: Cause and Effect

Plan for the children to observe the clouds after this lesson. If there are no clouds in the sky, postpone the activity.

Read and discuss Gingerbread Boy’s message.

Display the Weather Cards in a pocket chart. Refer to them during the following discussion. Explain: Many kinds of weather are caused by water. Discuss the formation of each type of weather as it is named.

<table>
<thead>
<tr>
<th>Weather Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cloudy</td>
<td>water droplets that collect in the sky</td>
</tr>
<tr>
<td>foggy</td>
<td>a cloud that is very low to the ground</td>
</tr>
<tr>
<td>rainy</td>
<td>water droplets that fall from the clouds</td>
</tr>
<tr>
<td>snowy</td>
<td>water that freezes into crystals called snowflakes</td>
</tr>
<tr>
<td>windy</td>
<td>air moves and sometimes blows off your hat</td>
</tr>
</tbody>
</table>

Say: When something happens to the water in the air it has an effect on the weather. This is called cause and effect. Children repeat cause and effect.

Distribute a cotton ball to each child. Say: How does the cotton ball feel? Does it feel heavy or light? Accept responses, then continue: Let’s see what happens
when we put the cotton ball into the water. Each child dips his or her cotton ball into the water. When they remove them, they notice the change in weight and observe the cotton ball is dripping.

Say: The cotton ball is like a cloud. When a cloud collects more water than it can hold, the water falls out, and it rains. If the air outside is very, very cold, the water droplets freeze on the way down and turn to hailstones, sleet, or snow.

Ask: Which Weather Card shows weather that is not caused by water? The children identify the wind card. Continue: Have you ever watched clouds move? What do you think causes the clouds to move? (Accept responses.) Let’s go outside and watch the wind move the clouds!

LEARNING CENTERS
See Learning Centers for Week 11, pages 254-256. After cleanup, the children gather to share their experiences.

Circle Time
Phonemic Awareness: Blending CVC Words
Say: Listen to these sounds: /l/ /a/ /p/. Now you say them. (Children repeat /l/ /a/ /p/.) Let’s blend those sounds together to make a word: /l/ /a/ /p/, lap. Repeat using /t/ /a/ /p/ (tap), /n/ /a/ /p/ (nap), /p/ /a/ /t/ (pat), and /s/ /a/ /t/ (sat).

List Ll Words, ASL Ll
Children show and describe pictures or items they brought from home that begin with /l/.

Indicate ABC for Gingerbread Boy and Me by Starfall. Review the Ll pictures and words.

Say: Let’s make a list of words that begin with the letter Ll. Indicate the chart paper. I’ll write the words on this chart paper so we don’t forget them. Start with children’s names that begin with Ll, then accept suggestions. Children circle the Ll in their words after you write them.

Demonstrate the ASL sign for Ll. Say: This is Ll in sign language. Children form the Ll hand sign.

Sing “Where Is /l/?” Each time /l/ is used, the children make the Ll hand sign.

Place Letter Card Aa in the pocket chart. Grandmother asks: What is the name of this letter? What sound does Aa stand for? (Children respond.) I’m having trouble remembering sign language. Can you help me? Show me the hand sign for Aa. (Children do this.) Repeat for Bb, Nn, Pp, Ss, and Tt.
Teacher’s Literature Choice: Rain

Indicate your choice of book about rain. Introduce the author and illustrator. Picture-walk through the book as volunteers discuss illustrations and predict what will happen next.

Read the book choosing volunteers to indicate where the text begins on each page. Pause to briefly introduce new vocabulary as it is introduced.

Indicate the chart paper and read the title. Say: Let’s think of the many, different ways rain is important. I’ll write your ideas on the chart paper so we don’t forget them. First, rain gives us water to drink. I’ll write “drinking” on our chart. What are other ways rain is important?

Write the names of the children who respond in parentheses to encourage others. If children have difficulty responding, provide time to partner share. Review the responses, then post the chart in the classroom.

Create Weather Patterns

Indicate and name the sunny and rainy Weather Cards. Say: Let’s make a pattern. A pattern is when things repeat in the same order. We’ll start with the sunny Weather Card. (Place the Picture Card in the pocket chart.) Next, we’ll put a rainy Weather Card. (Do this.) Since a pattern means to repeat in the same order, if we have sunny, then rainy, what card should come next? Right, sunny again. What’s next? (rainy) Children continue to place Weather Cards in a pattern.

Explain that this is called an AB pattern because it has two parts; part A is sunny and part B is rainy. Say: Let’s try another AB pattern. This time let’s start with rainy. Children repeat the activity and reverse the pattern.

Ask: If an AB pattern has two parts, how many parts would an ABC pattern have? Let’s try one! Use sunny, rainy, and cloudy.

Draw sunny and then rainy on a whiteboard, and choose a volunteer to draw what would come next in the pattern (cloudy).

Distribute drawing paper, pencils, and crayons. Children produce their own AB or ABC patterns using the Weather Picture Cards as models.

Observe & Modify

If children need more practice producing AB patterns, continue creating patterns using the weather pictures.
Review the names of the children who are present and those who are absent.

Children place the appropriate Weather Card on the Weather Board. They check yesterday’s prediction and forecast tomorrow’s weather.

Review the names of the days of the week. Children identify and mark the date.

Warm Up Your Brain

Play “Teacher May We?” Name an action and children ask “Teacher, may we?” before they move. You answer, “Yes, you may!”

Use the following actions, or make your own. Children:
- Cross their arms and rest their right hands on their left shoulders, and their left hands on their right
- Twist at the waist several times
- Hop up and down and count to ten
- Do jumping jacks and count to five

“Will the Wind Blow?” Graph

Read and discuss Gingerbread Boy’s message.

Indicate the graph and read the title, “Will the Wind Blow It?”

Ask: Have you ever seen leaves move in the wind? Leaves are not heavy so the wind can move them. Can the wind move a building? Why not?

Say: Let’s do an experiment to see which objects the wind can move! We’ll make predictions first then we will use a fan to check if we were correct.

Name an object and children predict if the wind will blow it. Turn on the fan and drop the object directly in front of it. Tape the object or draw a simple picture of it on the graph in the appropriate column. Repeat for several different objects and review the results.

Indicate the uninflated balloon. Say: I wonder if this balloon can move by itself. Place the balloon on a table. Continue: What could we do to this balloon to make it move? Right, we could add air to the inside. Blow up the balloon, then let it go. Explain that air inside the balloon is like wind. Wind is just air that is moving.
Phonological Awareness: Counting Words

Say: Let’s be word detectives! Listen to this sentence: I saw a ladybug. (Children repeat.) Listen again. Repeat the sentence. Ask: How many words did you hear? Let’s check to see if you are correct. Select volunteers to represent each word in the sentence. Stand behind each child as the sentence is repeated. Children count the words in the sentence. Repeat for “It is sunny.” “I like the rain.” and “Can you see the cloud?”

Introduce Final /l/

Children show and describe pictures or items they brought from home that begin with /l/.

Indicate the list of /l/ words from Day 3. Say: Let’s look at words that begin with /l/. Review the list. Ask: Can you think of any other words you would like to add to the list? Add additional words.

Ask: Did you know /l/ can be at the beginning of a word and it can be at the end of a word? Listen for /l/ in this word: fall. Emphasize /l/ at the end. Continue: Now you say it: fall. (Children repeat, fall.)

Children stand and face partners. Partner with a child if necessary. Say: Listen to these words. If you hear /l/ at the end, gently clap your partner’s hands. Overemphasize /l/ in the following words: Jill, apple, bell, cat, pop, fall, and lunch.

Say: Little. (Children repeat, little.) What do you notice about the word little? Right, it begins and ends with /l/!
WEEK 11 • DAY 4

**Story Time**

**Introduce Thermometers**

Indicate Thermometers. Say: **This is a nonfiction book called Thermometers. It’s nonfiction because it provides information. Let’s read to learn about thermometers.** Read and discuss Thermometers.

Say: **Let’s see how a thermometer works!**

- Indicate and discuss the containers of water.
- Indicate a thermometer and discuss the line in the center. Explain that as things get hotter, the red line goes up. As they get colder, the red line goes down.
- Place the thermometer in each container and observe the results.

Ask: **If it is sunny outside is the temperature hot or cold? What would the red line on the thermometer do?** Repeat for snowy.

Discuss how a thermometer can also be used to measure body temperature. Explain that body temperature normally stays the same, but when you are sick your temperature goes up and you may need to visit a doctor.

**Small Group & Exploration**

**Create Rainy Day Illustrations**

Children draw pictures of themselves holding umbrellas outside on a rainy day. They do not draw the rain. After the pictures are colored, children write their names on their papers. Demonstrate how to use the spray bottle. Children spray their paintings with watered-down blue paint to create rain.
Gathering

Review the names of the children who are present and those who are absent.

Children place the appropriate Weather Card on the Weather Board. They check yesterday’s prediction and forecast tomorrow’s weather.

Review the names of the days of the week. Children identify and mark the date.

Morning Meeting

Warm Up Your Brain

Say: Pretend you went to the doctor and the doctor said that you needed to rest to get better. Let’s practice a good way to rest.

Sit up tall, cross-legged on the floor. Put your palms together in front of your chest. Take a deep breath. Let it out slowly and relax. Close your eyes and listen to the music. (Play Star Writer Melodies, any track.) Remind children to continue to take deep breaths.

Weather Riddles

Read and discuss Gingerbread Boy’s message.

Identify and distribute the Weather Picture Cards. Partner children if necessary. Children place the answers to the riddles in the pocket chart as you read Gingerbread Boy’s riddles.

<table>
<thead>
<tr>
<th>Weather</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloudy</td>
<td>There are many groups of water droplets in the sky and sometimes you can’t see the sun. What’s the weather?</td>
</tr>
<tr>
<td>Cold &amp; Clear</td>
<td>It’s cold outside but it is not raining or snowing. The sky is blue. What’s the weather?</td>
</tr>
<tr>
<td>Cool</td>
<td>It is not cold or hot. You might need a light jacket or sweater. What’s the weather?</td>
</tr>
<tr>
<td>Foggy</td>
<td>Clouds make it hard to see because they are close to the ground. What’s the weather?</td>
</tr>
<tr>
<td>Rainy</td>
<td>Water droplets from the sky are falling on you! What’s the weather?</td>
</tr>
</tbody>
</table>
Snowy
There are cold, soft, white flakes falling from the sky, like frozen rain. What’s the weather?

Sunny
The sun is out and you feel hot and sweaty. What’s the weather?

Windy
Leaves move, kites fly and sometimes your hat blows away! What’s the weather?

Play Sing-Along Volume 1 Track 40. Children sing “What’s the Weather?”

If necessary, adjust the riddles to meet the needs of your group.

LEARNING CENTERS
See Learning Centers for Week 11, pages 254-256. After cleanup, the children gather to share their experiences.

Circle Time
Phonological Awareness: Rhyming Words
Say: I’m thinking of an animal with whiskers and a long tail. This animal likes to catch mice. Its name rhymes with *pat*. What animal is it? (cat)

Continue: Try this one. I’m thinking of an animal that sleeps through the long winter. It is very large, and sometimes it likes to eat honey. Its name rhymes with *hair*. What animal is it? (bear)

Here’s one more. I’m thinking of another animal that is an insect. It is very small and usually red or orange with seven black dots on its back. The last part of its name rhymes with *rug*. What animal is it? (ladybug)

Match Initial Sounds
Arrange the Picture Cards (Set 1) face down in the pocket chart. Grandmother says: Let’s play a matching game. Maybe Gingerbread Boy can help us. Reveal a Picture Card, name it, and a volunteer determines the beginning sound. Grandmother says: Now your job is to find another picture that begins with the same sound. If the picture you choose begins with the same sound, you’ve made a match. Children continue to match pictures by their beginning sounds. When a match is made, Gingerbread Boy holds the cards and the volunteer chooses the next child.
Gather children in a semi-circle. Volunteers name the Picture Cards leaf, leg, lion, and log, as you place them on the floor. Say: **Look closely at these things that begin with /l/. I will take one away and you name the card that is missing. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and name the Picture Card that was removed. Repeat with other cards.

Sing “Where Is /l/?”

**Story Time**

**Teacher’s Literature Choice: Weather**

Indicate your choice of book about the weather. Discuss the author and illustrator of your book. Picture-walk as children discuss the illustrations and what they see happening on each page. Read the book. Briefly introduce new vocabulary as it is encountered. Ask and answer questions about the book.

**Small Group & Exploration**

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.