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# **Observing the Weather**

**Unit 4 • Week 11**





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# 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

*Where Oh Where is Backpack Bear?* by Joan Elliott

*Who Likes the Rain?* adapted from the poem by Clara Doty Bates

*Who Likes the Rain?* Picture Cards



## Preparation

Include available weather puzzles as choices for Small Group & Exploration this week.

Prior to the Gathering Routine each day, continue to have the children face the flag and listen to or sing along with *Sing-Along Volume 1*, Track #3 "America the Beautiful" (or song appropriate to your country). Add the Pledge of Allegiance in Week 11 and continue saying it daily throughout the remainder of the school year.

### 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.

**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 sheet 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 the transition 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.

I like to watch the rain. What's your favorite kind of weather?

Your pal,  
Gingerbread Boy

Day 2

I loved the poem "Who Likes the Rain?" Can you add my name to your graph under 'Yes?'

Love,  
Gingerbread Boy

Day 3

I loved the cloud experiment. Have you ever watched clouds move in the sky?

Your friend,  
Gingerbread Boy

Day 4

I love the wind! If we didn't have wind, kites wouldn't fly! Have you ever flown a kite?

Your pal,  
Gingerbread Boy

Day 5

I have learned so much about weather this week! Try to solve the weather riddles I wrote.

Love,  
Gingerbread Boy




# WEEK 11

## Day One

## Day Two

<b>Gathering</b>	Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message Identify different types of weather "What's the Weather?" <b>Vocabulary:</b> cloudy, rainy <b>Review:</b> sunny, windy, snowy, foggy	Gingerbread Boy's Message Interpret "Who Likes the Rain?" graph Cloud experiment

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Rhyming words Introduce and listen for /l/ "Ladybug" riddle Introduce left "Looby Loo"	Phonological Awareness: Compound words Introduce <i>ll</i> <i>ABC for Gingerbread Boy and Me</i> List Initial /l/ words
<b>Story Time</b>	<i>Who Likes the Rain?</i> Graph who likes rain and who doesn't 	"It's Raining, It's Pouring" <i>Who Likes the Rain?</i> Picture Cards 
<b>Small Group &amp; Exploration</b>	<i>Who Likes the Rain?</i> <i>Who, Where, What, Why, and How</i> 	Write about cloud experiment


## Day Three

## Day Four

## Day Five

Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine
Gingerbread Boy's Message Water's effect on weather Cause and effect	Gingerbread Boy's Message "Will the Wind Blow It?" graph Predict whether wind will or will not blow objects	Gingerbread Boy's Message Weather Picture Card Riddles "What's the Weather?"

### LEARNING CENTERS

Phonemic Awareness: Blend CVC words  List words that begin with /l/  Introduce ASL sign for L  Sing "Where Is /l/?"  Review Bb, Nn, Pp, Ss, Tt	Phonological Awareness: Count words in sentences  Introduce final /l/	Phonological Awareness: Rhyming words  Initial /a/, /b/, /n/, /p/, /s/, /t/, /l/  Sing "Where Is /l/?"
Teacher's Literature Choice: Rain List ways rain is important	<i>Thermometers</i>   How thermometers work  <b>Vocabulary:</b> nonfiction, thermometers	Teacher's Literature Choice: Weather
Use Weather Picture Cards to create AB and ABC patterns	Rainy day pictures	Positional words

# WEEK 11

## LEARNING CENTERS

### Print Concepts

Focuses on letter names and shapes

Differentiates letters and numbers

### Technology

Uses technology independently to explore concepts and gain information

## Computer Center

**Activity** — Children enjoy *Nursery Rhyme Videos*: “Eensy Weensy Spider,” *It’s Fun to Read: Poetry*, “If I Could Touch the Sky,” and *Colors*: “Rainbow.” They also review /b/, /t/, /n/, /s/, /a/, and /p/, and reinforce /I/ at ABCs: S, B, T, N, A, P, and L.

### 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?

### Materials

- Computers set up to access [Starfall.com](http://Starfall.com)
- Headsets

## Art Center

### Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Experiments with a variety of art materials

### Math

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

**Activity** — Using photos or illustrations as models, children paint clouds to decorate the classroom during their study of the great outdoors. Display their 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 cloud paintings by asking questions such as: How many clouds did you paint? How did you decide how many clouds to paint?
- Praise accomplishments and celebrate the children’s work. Invite other classes to visit and appreciate the cloud art gallery.

### Materials

- Art paper
- Tempera paint (white, gray, blue)
- Paintbrushes, water
- Cloud books and photos

## Library Center

### Print Concepts

Connects oral language and print

### Reading

Interacts appropriately with books and other materials in a print-rich environment

### Vocabulary

Uses words and phrases acquired through conversations, activities and read alouds

**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 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. Encourage them to use weather vocabulary in their responses.

### Materials

- Who Likes the Rain?*
- Thermometers*
- Read-Along Audio CDs
- Books about weather/thermometers



## 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 (or reference maps created on their own), 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
- Paper, pencils
- Toy or pretend microphone

**Creative Arts**  
*Engages in cooperative pretend play with other children*

**Social Studies**  
*Understands maps as representations of actual places*

**Vocabulary**  
*Uses words and phrases acquired through conversations, activities and read alouds*

## Construction Center

**Activity** — The children build roads, ramps, highways, parking garages, and homes that reflect those they see in their community. 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

**Fine Motor Skills**  
*Demonstrates control, strength, and dexterity to manipulate objects*

**Math**  
*Responds to positional words*

**Social Studies**  
*Recognizes common symbols in the community*

*Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations*

## Writing Center

**Activity** — Using Weather Cards as models, children illustrate their favorite types of weather (sunny, rainy, snowy, etc.). They also write or dictate sentences about their illustrations.

### Interaction & Observation

- Encourage creative expression that relates to experiences which are particularly meaningful to the individual child.
- Nurture language development and use weather related vocabulary as you help children record their thoughts through dictation and beginning writing.

### Materials

- Manila drawing paper
- Pencils, crayons, markers
- Weather Cards

**Print Concepts**  
*Understands that letters form words*

**Writing**  
*Uses drawing, dictation, scribble writing, or inventive spelling to convey meaning*



## Discovery Center

### Science

Investigates states of matter

Shows curiosity by asking questions and seeking information

Uses tools and equipment to explore objects

Investigates properties of earth materials including water, soil, rocks, and sand

**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.
- Predict and 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.

### Materials

- Variety of strainers, sifters, colanders, small tea strainers, and empty salt and pepper shakers
- Water table

## Math Center

### Math

Creates, identifies, duplicates, and extends simple patterns

**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 to create 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 duplicate 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, they take turns creating patterns for each other to extend.

### Materials

- Interlocking cubes, links or small wooden blocks in various colors



# Gathering

Introduce and add the Pledge of Allegiance to your Gathering Routine this week and continue it throughout the school year.

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

A volunteer places the appropriate Weather Card on the Weather Board for *Today's Weather, Our Prediction, and Tomorrow's Weather Forecast*. The children recall yesterday's weather and take turns sharing things they could do in that type of weather.

Review the days of the week. Children identify what day it is and mark the date. Ask questions such as *What is the name of the day today? Who remembers what day it was yesterday? What day will it be tomorrow?*

### Materials

- Attendance, Weather, and Calendar Routine materials

### Math

Uses graphs and charts to collect and analyze data

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

### Social Studies

Recognizes patriotic symbols and activities

Differentiates past, present, and future

# Morning Meeting

### Materials

- Dragon

## 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.**
- **Pretend to climb stairs.**
- **Jump up and down three times, clap three times and sit down.**

### Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles

Moves with balance and control

I like to watch the rain. What's your favorite kind of weather?

Your pal,  
Gingerbread Boy

## 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 and discuss the kind of clothing worn in each type 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).*

### Materials

- Starfall Sing-Along Volume 1*
- Weather Picture Cards: *cloudy, cold, cool, foggy, rainy, snowy, sunny, windy*
- Pocket chart
- Prepared sentence strip

### Science

Observes and describes weather and how it changes

### Speaking & Listening

Speaks in complete sentences



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.

### Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

### Phonological Awareness

Identifies rhyming words

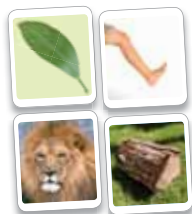
### Phonics & Word Recognition

Associates letters with their names and sounds

### Phonological Awareness

Isolates and pronounces the initial sounds in words

Recognizes and identifies beginning sounds in words



## LEARNING CENTERS

See Learning Centers for Week 11, pages 272-274. After cleanup, the children gather to share their experiences and discuss new things they would like to try.

## Circle Time

### 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.

### Materials

- Starfall's Selected Nursery Rhymes*

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

- **Leaf begins with /l/. Say, leaf. Say /l/, leaf.**
- **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*.

### Materials

- Grandmother
- Starfall Sing-Along Volume 1*
- Picture Cards: *leaf*, *leg*, *lion*, *log*
- Pocket chart
- Washable marker

### Ladybug

*I am a small insect.  
I am pretty, and do not hurt people.  
I am oval shaped, with six short legs.  
Sometimes I have dots on my back.  
Farmers love me because I eat harmful insects.  
My name is two words put together: lady and bug.  
My name begins with /l/.*

What am I?

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 the 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.

### Looby Loo

Here we go looby loo  
Here we go looby light  
Here we go looby loo  
All on a Saturday night

## Story Time

### “Who Likes the Rain?” Graph

Indicate the Weather Picture Card *rainy* and the “Who Likes the Rain?” graph. Ask: **What type of weather do you notice in this picture?** (Volunteers respond.)

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. Explain the reason we leave spaces between the words.

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. Remind them to begin with capital letters. When the graph is complete, count the number of responses under “Yes” and “No” to determine which response had the most and least responses. Discuss the meaning of the results.

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: **Partner 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.** (Children share.)

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

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!**

### Materials

- Weather Picture Card: *rainy*
- Prepared “Who Likes the Rain?” Graph
- Pencil or marker



### Math

Uses graphs and charts to collect and analyze data

### Print Concepts

Understands words in print are separated by spaces

Understands that letters form words

### Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

### Speaking & Listening

Demonstrates knowledge of nonverbal conversational rules

Engages in agreed-upon rules for discussions

The “Who Likes the Rain?” Graph will be used again on Day 2.

## Small Group & Exploration

### Materials

 *Who Likes the Rain?*

adapted from the poem by

Clara Doty Bates

### English Conventions

Understands and uses question words

### Print Concepts

Recognizes relationship between illustrations and text

### Reading

Makes connections using illustrations/photos, prior knowledge, real-life experiences

### Vocabulary

Uses illustrations and context to determine meanings of unknown words

Identifies new meanings for familiar words and applies them accurately

### 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. Take this opportunity to discuss words like *duck* that have more than one meaning.

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?**



# Gathering Routine

Repeat the Gathering Routine from Day 1.

## Morning Meeting

### Warm Up Your Brain

The children move creatively to express their feelings to different styles of music. Change the music often and the children respond appropriately.

#### Materials

- Music of your choice  
(various styles)
- Dragon

#### Creative Arts

*Expresses concepts, ideas or feelings through movement*

*Responds to changes in tempo and a variety of musical rhythms through body movement*

### 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. The children count the votes and determine which response received the most and the fewest. Display the Weather Cards and the children observe and describe what they see.

Ask: **Do you know what clouds are made of? What questions do you have about clouds?** (Volunteers respond.) **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.**

Continue: **Today let's do an experiment to demonstrate how a cloud is formed.**

- Tape 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.
- Ask: **Who can describe what they saw happening?** (Volunteers respond.)

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. What happened when the warm air met the cold air?** (Volunteers respond.) **When the warm, wet air met the cold, wet air they created a cloud of water droplets and formed an instant cloud!**

#### Materials

- "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, and ice cubes in a plastic bag
- Weather Cards (pictures of clouds)

#### Science

*Participates in scientific investigations*

*Investigates states of matter*

*Explores the characteristics of clouds*

*Observes and describes weather/seasons and how they change*

I loved the poem  
"Who Likes the Rain?"  
Can you add my name  
to your graph under  
'yes?'

Love,  
Gingerbread Boy

## LEARNING CENTERS

See Learning Centers for Week 11, pages 272-274. After cleanup, the children gather to share their experiences and describe how they felt when they tried something new..

#### Social/Emotional Development

*Demonstrates confidence in own abilities and expresses positive feelings about self*

## Circle Time

### Phonological Awareness

Combines words to form compound words

### Phonological Awareness: Compound Words

Say: **Listen to these two words and put them together to create 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*.

### Materials

- Two connect cubes or chips for each child and teacher

### Phonological Awareness

Isolates and pronounces the initial sounds in words

### Phonics & Word Recognition

Associates letters with their names and sounds

### Print Concepts

Connects oral language and print



## Introduce LI

Indicate the LI Letter Card. Say: **This is the letter LI.** (Children repeat, L.) **One L is uppercase and one I is lowercase, but both letters are LI. The letter LI stands for /I/** (the LI sound). **Each time I touch the letter LI, say /I/.** Touch the Letter Card several times, quickly and slowly and children say /I/.

Say: **Let's sky write uppercase L.** (Demonstrate) **Now, let's sky write lowercase I.** (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 I.**

Indicate the star. Ask: **Who can find the letter LI on the Alphabet Chart?** A volunteer identifies LI 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 LI.**

- Identify each picture. Children repeat.
- Isolate the beginning sound (Example: *ladybug*, /I/).
- 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 /I/.

### Materials

- Grandmother
- Letter Card LI
- Star
- ABC for Gingerbread Boy and Me* by Starfall



## 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 of the poem 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. Say: **Let's match these pictures to the poem.** Indicate the cover of the book. 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 the children identify a page that matches a Picture Card. A volunteer locates the card, explains how they know it matches, 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!**

#### Materials

- Who Likes the Rain?*
- Who Likes the Rain?*
- Picture Cards
- Pocket chart
- Starfall's Selected*
- Nursery Rhymes*

#### Print Concepts

Recognizes relationship between illustrations and text

#### Reading

Engages in group reading activities with purpose and understanding

Describes the relationship between illustrations and text

Identifies sequence of events

Makes connections using illustrations/photos, prior knowledge, real-life experiences

#### Speaking & Listening

Asks and answers questions in order to seek help, get information, or clarify something that is not understood



## Small Group & Exploration

### Write About Cloud Experiment

Say: **Earlier today we did an experiment that taught us how clouds are formed. Who remembers what we did?** (Volunteers recall the cloud experiment.)

Ask: **Why are clouds important? What would happen if there were no clouds?** (Volunteers respond.)

Distribute Writing & Observation Journals. On the next available page, the children illustrate what they observed during the cloud experiment. They dictate or attempt to write sentences to explain their observations. Remind the children who write their own sentences to listen to the sounds they hear in the words as they write.

As children finish writing, they read their sentences to you and you rewrite them correctly beneath their attempts.

#### Materials

- Materials from cloud experiment
- Writing & Observation Journals
- Pencils, crayons, markers

#### Approaches to Learning

Reflects on what has been learned

#### Science

Participates in scientific investigations, analyzes, draws conclusions, and communicates results

#### Social Studies

Describes events that happened in the past

#### Writing

Recognizes writing as a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion

Explores letter-sound relationships while writing

**Gathering**

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Math**

*Uses graphs and charts to collect and analyze data*

*Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday*

**Science**

*Observes and describes the weather and how it changes*

**Social Studies**

*Recognizes patriotic symbols and activities*

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

Add the Pledge of Allegiance to your Gathering Routine this week and continue it throughout the school year.

A volunteer places the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

Based on their forecast for tomorrow's weather, the children share plans for what they would like to do outside.

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

**Morning Meeting**

**Materials**

- Starfall's Selected Nursery Rhymes (Book and Audio CD)
- Dragon

**Creative Arts**

*Participates in fingerplays, songs, and rhymes*

*Represents fantasy and real-life experiences through pretend play*

**Warm Up Your Brain**

Indicate *Nursery Rhymes* pages 8 and 9, "The Eensy Weensy Spider." The children say the rhyme together.

Play the *Nursery Rhymes* Audio CD, Track 6 and 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 following 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. Can you think of a kind of weather that might be caused by water?** (Volunteers respond.) Discuss the formation of each type of weather as it is named and allow the children to ask questions.

### Materials

- Weather Picture Cards: *cloudy, foggy, rainy, snowy, windy*
- Pocket chart
- Cotton ball for each child
- Container of water

<b>cloudy</b>	water droplets that collect in the sky
<b>foggy</b>	a cloud that is very low to the ground
<b>rainy</b>	water droplets that fall from the clouds
<b>snowy</b>	water that freezes into crystals called snowflakes
<b>windy</b>	air moves and sometimes blows off your hat

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: **What do you think will happen when we put the cotton ball into the water?** (Volunteers respond.) 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 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!**

**Science**  
Participates in scientific investigations

Explores the characteristics of clouds

Shows curiosity by asking questions and seeking information

Observes and describes weather/seasons and how they change

**Reading**  
Recognizes cause and effect

I loved the cloud experiment. Have you ever watched clouds move in the sky?  
Your friend,  
Gingerbread Boy



## LEARNING CENTERS

See Learning Centers for Week 11, pages 272-274. After cleanup, the children gather to share their experiences. Praise the children for cooperating during clean up and for cleaning up on their own.

**Social/Emotional Development**

Uses materials appropriately and puts them away

Demonstrates sense of belonging to groups

**Phonics & Word Recognition**

Demonstrates understanding of one-to-one correspondence of letter and sounds

**Phonological Awareness**

Blends phonemes

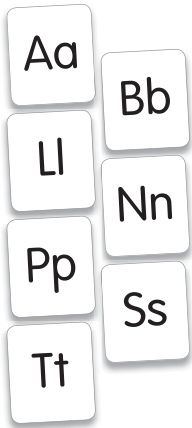
**Print Concepts**

Recognizes spoken words are represented in written language by specific sequences of letters

**Phonics & Word Recognition**

Associates letters with their names and sounds

Identifies words beginning with the same letter as their own name

**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 form 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 L/ 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*. 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 the *Aa* Letter Card in the pocket chart. Grandmother asks: **What is the name of this letter? What sound does Aa stand for?** (Volunteers 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*.

**Materials**

None

**Materials**

*ABC for Gingerbread Boy*

and *Me* by Starfall

Chart paper, marker

Starfall American Sign

Language Poster

Upper and Lowercase Letter

Cards: *Aa, Bb, Ll, Nn, Pp, Ss, Tt*

Pocket chart

Grandmother

**Where Is /l/?**

Melody: ("Where Is Thumbkin?")

Where is /l/? Where is /l/?

Here I am. Here I am.

L stands for /l/

in ladybug and love

/l/ /l/ /l/, Ll, Ll, Ll

## Story Time

### Teacher's Literature Choice: Rain

Indicate your choice of book about rain. Introduce the author and illustrator and the children describe their roles. 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, allow time for children to ask questions, then post the chart in the classroom.

#### Materials

- Teacher's choice of book about rain
- Prepared chart paper
- Marker

## Small Group & Exploration

### Create Weather Patterns

Indicate the *sunny* and *rainy* Weather Cards and volunteers identify them. Say: **Let's create a pattern. A pattern is when things repeat in the same order. We'll start with the sunny Weather Card.** (Place the Weather 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 to extend the 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.** The children repeat the activity and reverse the pattern.

Ask: **If an AB pattern has two parts, how many parts would an ABC pattern have? Right, it would have three. Let's try an ABC pattern.** 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*). Choose additional volunteers to extend the pattern.

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

If children need more practice producing AB patterns, continue creating patterns using the weather pictures.

#### Materials

- Weather Cards (3 sets):  
*rainy, sunny, cloudy*
- Pocket chart or table
- Drawing paper
- Pencils, crayons

#### Print Concepts

*Shows where print begins on a page*

#### Reading

*Identifies the role of author and illustrator*

*Makes predictions based on titles, illustrations, content, and prior knowledge*

*Recalls information from stories*

#### Speaking & Listening

*Asks questions in order to seek help, get information, or clarify something that is not understood*

#### Writing

*Contributes to a shared writing experience or topic of interest*

#### Math

*Creates, identifies, duplicates, and extends simple patterns*

#### Science

*Observes and describes weather/seasons and how they change*



**Gathering**

**Math**

Uses graphs and charts to collect and analyze data

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

**Science**

Makes and verifies predictions

**Social Studies**

Recognizes patriotic symbols and activities

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

Add the Pledge of Allegiance to your Gathering Routine this week and continue it throughout the school year.

A volunteer places 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 the day and mark the date. Count aloud with the children from the first day of the month to the present day.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Morning Meeting**

**Warm Up Your Brain**

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

Use the following actions, or create your own. The 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

**Materials**

- Dragon

**Gross Motor Skills**

Demonstrates strength and coordination of large muscles

Moves with balance and control

**Math**

Counts in sequence

I love the wind! If we didn't have wind, kites wouldn't fly! Have you ever flown a kite?  
Your pal,  
Gingerbread Boy

**"Will the Wind Blow It?" 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? Why do you think the wind can make leaves move? Right, 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 learn 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. Children predict if the wind will blow it and explain their predictions. 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.

**Materials**

- Prepared "Will the Wind Blow It?" Graph
- Portable fan
- Objects to test: feather, straw, tissue, small piece of paper, marker, pencil, scissors, small toy
- Tape
- Balloon (not inflated)

**Math**

Uses charts and graphs to collect and analyze data

**Science**

Participates in scientific investigations

Observes and describes how objects move

Collects, describes and records information

Develops awareness of the properties of objects

Indicate an 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.

## LEARNING CENTERS

See Learning Centers for Week 11, pages 272-274. After cleanup, the children take turns sharing something they designed or built in learning centers today, and describe something they noticed about it.

## Circle Time

### Materials

None

### 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. Remind them to leave spaces between each word. Children count the words in the sentence. Repeat for "It is sunny." "I like the rain." and "Can you see the cloud?"

### Approaches to Learning

*Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities*

### Vocabulary

*Understands and uses describing words*

### Phonological Awareness

*Distinguishes individual words within spoken phrases or sentences*

### 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*.)

The 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/!**

### Materials

Grandmother  
 List of /l/ words from Day 3

### Phonological Awareness

*Recognizes and identifies beginning and ending sounds*

## Story Time

### Math

Becomes familiar with standard measuring tools and their uses

### Reading

Recalls important facts from informational text

Differentiates between fiction and nonfiction

### Vocabulary

Discusses words and word meanings



### Introduce *Thermometers*

Indicate *Thermometers*. Say: **This is a nonfiction book called *Thermometers*. Why do you think it is nonfiction? (Volunteers respond.) Yes, it's nonfiction because it provides information. Let's read it 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 explain that a thermometer is used to measure temperature. Discuss the line in the center and 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? Why? What would the red line on the thermometer do?** Repeat for snowy.

Ask: **Who has had their temperature measured?** Children discuss their experiences.

Say: **Thermometers 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.

### Materials

- Thermometers* by Stephen Schutz
- Several different kinds of thermometers (meat, body, weather)
- Optional: Two see-through containers (one with hot water and one with cold water and ice cubes)

## Small Group & Exploration

### Approaches to Learning

Approaches tasks, activities and problems with creativity

Uses self talk as a strategy

### English Conventions

Recognizes first letter of names is capitalized

### Creative Arts

Creates original artwork

### Writing

Uses drawing, dictation, scribble writing, or inventive spelling to convey meaning

Writes own name

### Create Rainy Day Illustrations

The children illustrate themselves holding umbrellas outside on a rainy day. They do not include the rain. The children attempt to write or dictate sentences about how the rain makes them feel. As children finish writing, they read their sentences to you and you rewrite them correctly beneath their attempts.

Remind the children to use self talk if they express they think they can't write or dictate sentences. Encourage them to do their best and understand that their best is enough! Circulate as the children work and provide positive reinforcement such as, *I notice you are working very hard today.*

After the illustrations are colored, the children write their names beginning with capital letters on their papers. Demonstrate how to use the spray bottle. The children spray their illustrations with watered-down blue paint to create rain.

### Materials

- White drawing paper for each child
- Crayons & pencils (Markers won't work.)
- Spray bottle filled with blue watered-down tempera paint
- Newspaper



## Gathering

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

Add the Pledge of Allegiance to your Gathering Routine this week and continue it throughout the school year.

A volunteer places 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 the day and mark the date.

Choose a number and lead the children to identify it by having volunteers indicate the numbers that come before and after the chosen number. Repeat with other numbers as time allows.

### Materials

- Attendance, Weather, and Calendar Routine materials
- Chart paper, marker

### Math

*Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday*

*Uses charts and graphs to collect and analyze data*

### Science

*Makes and verifies predictions*

### Social Studies

*Recognizes patriotic symbols and activities*

## Morning Meeting

### Warm Up Your Brain

Ask: **Where do you go when you don't feel well?**  
(Volunteers respond.)

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

In a soft voice, say: **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 the children to continue to take deep breaths.

### Materials

- Star Writer Melodies*
- Dragon

### Health, Safety & Nutrition

*Develops awareness of habits that promote physical well being*

### Social/Emotional Development

*Seeks assistance from adults*

### Social Studies

*Recognizes the roles and responsibilities of various workers in their community*

**Reading**

Makes connections using illustrations/photos, prior knowledge, real-life experiences

Recognizes cause and effect

**Science**

Observes and describes weather/seasons and how they change

I have learned so much about weather this week! Try to solve the weather riddles I wrote.  
Love,  
Gingerbread Boy









**Weather Riddles**

Read and discuss Gingerbread Boy's message.

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

**Materials**

- Weather Picture Cards: *cloudy, cold & clear, cool, foggy, rainy, sunny, windy*
- Pocket chart
- Starfall Sing-Along Volume 1*

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

**Approaches to Learning**

Shows curiosity and initiative by choosing to explore a variety of activities and discuss a range of topics, ideas, and tasks

**Social/Emotional Development**

Recognizes self as unique having own abilities, characteristics, emotions, and interests



**Observe & Modify**

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

**LEARNING CENTERS**

See Learning Centers for Week 11, pages 272-274. After cleanup, the children take turns sharing their favorite learning center this week and explain why.

## Circle Time

### Materials

 None

### 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 an 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)

### Phonological Awareness

Identifies rhyming words

### Match Initial Sounds

Arrange the Set 1 Picture Cards face down in a pocket chart. Grandmother says: **Let's play a matching game. Maybe Gingerbread Boy can help us.** Reveal a Picture Card, identify 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.** The 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 the children in a semi-circle. Volunteers identify the *leaf*, *leg*, *lion*, and *log* Picture Cards as you place them on the floor. Say: **Look closely at these things that begin with /l/. I will take one away and you identify the card that is missing. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and identify the Picture Card that was removed. Repeat with other cards.

Sing "Where Is /l/?"

### Materials

- 
- Grandmother
- 
- 
- Gingerbread Boy
- 
- 
- Picture Cards Set 1:
- alligator, apple, bear, book, ladybug, lamp, net, nose, pan, puppies, skateboard, sun, tent, tiger*
- 
- 
- Picture Cards Set 2:
- leaf, leg, lion, log*
- 
- 
- Pocket chart

### Phonics & Word Recognition

Associates letters with their names and sounds

### Phonological Awareness

Isolates and pronounces the initial sounds in words

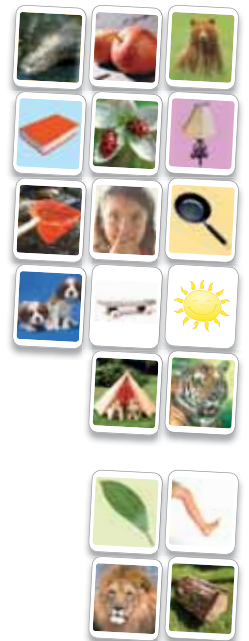
### Social/Emotional Development

Works with others to solve problems

### Where Is /l/?

Melody: ("Where Is Thumbkin?")

Where is /l/? Where is /l/?  
 Here I am. Here I am.  
 L stands for /l/  
 in ladybug and love  
 /l/ /l/ /l/, Ll, Ll, Ll



**Approaches to Learning**

Reflects on what has been learned

**Reading**

Describes the relationship between illustrations and text

**Science**

Collects, describes, and records information

**Technology**

Uses technology for research with teacher's support

**Story Time****Teacher's Literature Choice: Weather**

Indicate your choice of book about the weather.

Discuss the author and illustrator of your book and the children define their roles. Picture-walk as children describe the illustrations and what they see happening on each page. Read the book. Briefly introduce new vocabulary as it is encountered. Allow children to ask questions about the book or weather. Use available resources including child-friendly websites and books to research the answers together.

List new information the children learned on a sheet of chart paper and discuss.

**Materials**

- Teacher's choice of book about weather
- Chart paper, marker

**Small Group Math****Positional Words**

Display Gingerbread Boy and Grandmother side-by-side on a table. Say: **Gingerbread Boy is next to Grandmother. Who can put Gingerbread Boy in front of Grandmother?** (A volunteer does this.) The class confirms or corrects the placement of Grandmother. Continue: **Who can put Gingerbread Boy behind Grandmother?** (A volunteer does this.)

Say: **Now close your eyes.** Place Gingerbread Boy *under* the table. Say: **Open your eyes. Who can find Gingerbread Boy? Where is he?** (Volunteers respond.) **Right, he is under the table.**

Indicate *Where Oh Where is Backpack Bear?* Say: **Backpack Bear is a friend of Gingerbread Boy. The title of this book is Where Oh Where is Backpack Bear? The author is Joan Elliott and the illustrator is Dale Beisel. Who remembers what an author does?** (Volunteers respond.) **What does an illustrator do?** (Volunteers respond.) **In this book Backpack Bear will try to trick us. Let's read the book to find out how.**

Read the pages with questions then pause for the children to respond. The children repeat the positional words after each response.

**Materials**

- Gingerbread Boy
- Plush Grandmother
- Where Oh Where is Backpack Bear?* by Joan Elliott

**Math**

Responds to and uses positional words (e.g., in, under, between, down, behind)

**Reading**

Identifies the role of author and illustrator