

This is a one-week excerpt from the Starfall Pre-K Teacher's Guide.

If you have questions or comments, please contact us.

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Starfall®






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

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

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

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

LEARNING CENTERS

Circle Time	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
Story Time	<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 
Small Group & Exploration	<i>Who Likes the Rain?</i> <i>Who, Where, What, Why, and How</i> 	Draw and label weather pictures Weather plates


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 Vocabulary: nonfiction, thermometers	Teacher's Literature Choice: Weather
Use Weather Picture Cards to create AB and ABC patterns	Rainy day pictures	Complete projects or conduct observations and individual assessments

WEEK 11

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Phonics

Focuses on letter names and shapes

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
- Headsets

Art Center

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”

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.

Materials

- Art paper
- Tempera paint (black and red)
- Paintbrushes, water
- I/Wall Card showing ladybugs
- Ladybug books and pictures

Library Center

Print/Book Awareness

Connects oral language and print

Motivation for Reading

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

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

- Who Likes the Rain?*
(Book and Audio CD)
- Thermometers*
(Book and Audio CD)
- 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, 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

Creative Arts

Engages in cooperative pretend play with other children

Social Studies

Develops a beginning understanding of maps as representations of actual places

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

Social Studies

Becomes aware of common symbols in the community

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

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

Emergent Writing

Uses scribbles/writing to convey meaning

Uses drawing 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

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.

Materials

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

Math Center

Math

Duplicates identical patterns with at least two elements

Describes objects according to characteristics or attributes

Uses rules to create and extend repeating 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 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.

Materials

- 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.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

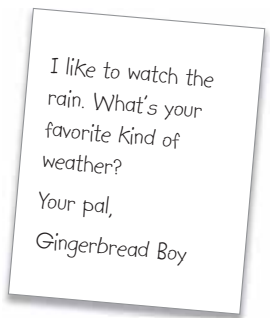
Play "Gingerbread Boy Says" (a variation of "Simon Says").

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.**

Materials

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



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.

Science

Observes and describes weather and how it changes

Sentences & Structure

Uses sentences with more than one phrase

Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning



LEARNING CENTERS

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

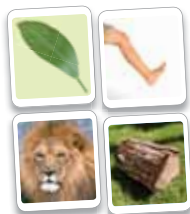
Circle Time

Phonological Awareness: Rhyming Words

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.



Phonological Awareness

Identifies rhyming words

Listens for beginning sounds

Phonics

Matches some letters to their sounds

Gross Motor Skills

Distinguishes left from right

Materials

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

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.

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?

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.

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!**

Materials

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

Print/Book Awareness

Counts words

Math

Uses graphs and charts to answer questions

Conversation

Demonstrates knowledge of verbal conversational rules



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

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?**

Materials

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

Comprehension

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

Vocabulary

Uses illustrations to find the meaning of unknown words



Gathering

Science

Observes and describes weather and how it changes

Social Studies

Begins to categorize time intervals

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.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

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.

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, and ice cubes in a plastic bag

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

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.

Science

Participates in scientific investigations

Investigates states of matter

Explores the characteristics of clouds

LEARNING CENTERS

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

Circle Time

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*.

Materials

- Two connect cubes or chips for each child and teacher
- Grandmother
- Letter Card *Ll*
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Ll

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/.

Phonological Awareness

Combines words to make compound words

Phonics

Matches some letters to their sounds

Print Awareness

Connects oral language and print

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. 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 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!**

Materials

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

Phonological Awareness

Identifies rhyming words

Comprehension

Identifies sequence of events

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



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

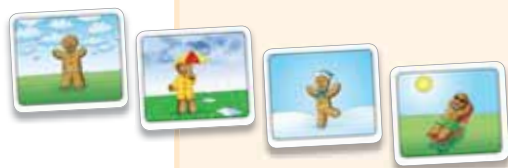
- Weather Picture Cards: *cloudy, rainy, snowy, sunny*
- A paper plate for each child, sectioned into fourths
- Clothespin for each child
- Pencils, crayons, markers

Creative Arts

Shows care and persistence in a variety of art projects

Science

Observes and describes weather and how it changes



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.

Materials

- Attendance, Weather, and Calendar Routine materials

Math

Uses graphs and charts to answer questions

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

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

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

Materials

- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Weather Picture Cards: *cloudy, foggy, rainy, snowy, windy*
- Pocket chart
- Cotton ball for each child
- Container of water

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

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.

cloudy	water droplets that collect in the sky
foggy	a cloud that is very low to the ground
rainy	water droplets that fall from the clouds
snowy	water that freezes into crystals called snowflakes
windy	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: **Let's see what happens**

Science

Participates in scientific investigations

Explores the characteristics of clouds

Comprehension

Recognizes cause and effect



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).

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

List *Ll* Words, ASL *Ll*

Children show and describe pictures or items they brought from home that begin with *Ll*.

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 *Ll*?" Each time *Ll* 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*.

Where Is *Ll*?

Melody: ("Where Is Thumbkin?")

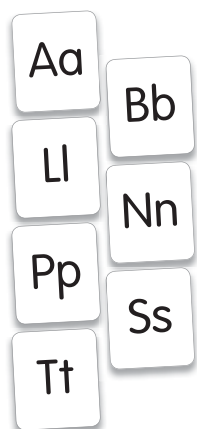
Where is *Ll*? Where is *Ll*?
Here I am. Here I am.
L stands for *Ll*
in ladybug and love
Ll Ll Ll, Ll Ll, Ll

Phonemic Awareness

Blends three phonemes

Phonics

Matches some letters with their sounds



Story Time

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.

Materials

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

Comprehension

Recalls information from stories

Emergent Writing

Contributes to a shared writing experience or topic of interest

Small Group & Exploration

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.

Materials

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

Math

Uses rules to create and extend repeating patterns



Observe & Modify

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

Gathering

Math

Uses graphs and charts to answer questions

Science

Makes and verifies predictions

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.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

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

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)

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

Science

Participates in scientific investigations

Observes and describes various ways objects move

Collects, describes and records information

Math

Collects and sorts materials to be graphed

"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.

LEARNING CENTERS

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

Circle Time

Materials

- Grandmother
- List of *ll* words from **Day 3**

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 *ll* words from **Day 3**. Say: **Let's look at words that begin with *ll*.** 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/!**

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Phonics

Isolates ending sound

Story Time

Vocabulary

Discusses words and word meanings

Comprehension

Recalls important facts of information text

Math

Becomes familiar with standard and nonstandard measuring tools and their uses



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.

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

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.

Materials

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

Creative Arts

Creates original work
Explores visual materials and activities

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.

Materials

- Attendance, Weather, and Calendar Routine materials

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.

Materials

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

Math

Uses one-to-one correspondence to determine "how many"

Science

Observes and describes the weather and how it changes

Makes and verifies predictions

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. Children place the answers to the riddles in the pocket chart as you read Gingerbread Boy's riddles.

Comprehension


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

Recognizes cause and effect

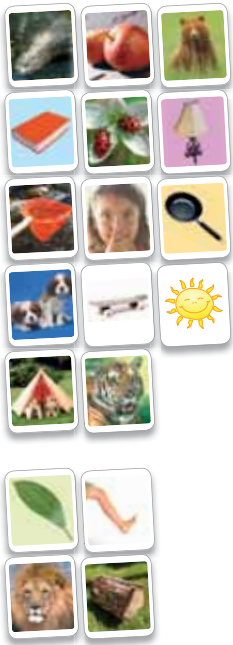
Cloudy	There are many groups of water droplets in the sky and sometimes you can't see the sun. What's the weather?	
Cold & Clear	It's cold outside but it is not raining or snowing. The sky is blue. What's the weather?	
Cool	It is not cold or hot. You might need a light jacket or sweater. What's the weather?	
Foggy	Clouds make it hard to see because they are close to the ground. What's the weather?	
Rainy	Water droplets from the sky are falling on you! What's the weather?	

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?"

 **Observe & Modify** 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)

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

Phonological Awareness

Identifies rhyming words

Social/Emotional Development

Works with others to solve problems

Phonics

Recognizes/names some letter sounds

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/?"

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: 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.

Materials

- Teacher's choice of book
about weather

Comprehension

Recalls information from stories

Uses illustration clues to predict

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.