

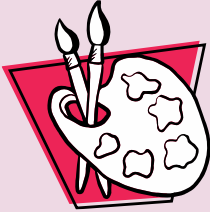

# Weekly Plan



Unit 3   Week 4 BB Week 14	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Arrival Centers</b> <b>Gather Stories for Storytelling/ Story Acting</b>	<ul style="list-style-type: none"> <li>Easy-to-clean-up centers such as waffle blocks, wooden puzzles, Duplos, etc., for children to choose as they finish breakfast/arrival routine. Teachers use this time to collect stories from children for Storytelling/Story Acting.</li> </ul>				
<b>Greeting</b>					
<b>(Suggested) Intro to Centers</b>	<ul style="list-style-type: none"> <li>Animal Research</li> <li>Animal Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Showcase of Learning</li> <li>Clouds</li> </ul>	<ul style="list-style-type: none"> <li>Settings Inspired by Books</li> </ul>	<ul style="list-style-type: none"> <li>Ice Melting</li> <li>Pretending to be Animals</li> </ul>	<ul style="list-style-type: none"> <li>Winter Stories</li> </ul>
<b>Centers</b>	<ul style="list-style-type: none"> <li><b>Creative Arts</b> Showcase of Learning  Clouds</li> </ul>	<ul style="list-style-type: none"> <li><b>Library and Listening</b> Animal Research</li> <li><b>Puzzles (Manipulatives)</b> Animal Puzzles</li> <li><b>Creative Writing</b> Winter Stories</li> </ul>	<ul style="list-style-type: none"> <li><b>Blocks</b> Settings Inspired by Books</li> <li><b>Science</b> Ice Melting</li> <li><b>Dramatic Play</b> Pretending to Be Animals</li> </ul>	<ul style="list-style-type: none"> <li><b>Math (Hands-On)</b> Shape Flip Book  Shape Pictures  Feely Box  Shape Step</li> </ul>	
<b>Thinking and Feedback</b>					

<b>Read Aloud</b>	<i>Rabbits and Raindrops</i> <b>4<sup>th</sup> Read</b>	<i>A Hat for Minerva Louise</i> <b>3<sup>rd</sup> Read</b>	<i>The Snowy Day</i> <b>3<sup>rd</sup> Read</b>	<i>A Hat for Minerva Louise</i> <b>4<sup>th</sup> Read</b>	<i>The Snowy Day</i> <b>4<sup>th</sup> Read</b>
<b>Transition(s)</b>					
<b>Literacy Small Groups</b>	<ul style="list-style-type: none"> <li>• Clay Sculptures (2 groups)</li> <li>• Adult and Baby Animals Matching Game</li> <li>• Book Browsing</li> </ul>	See Day 1	See Day 1	See Day 1	See Day 1
<b>Math Small Groups</b>	<ul style="list-style-type: none"> <li>• Feely Box (Match and Name)</li> </ul>	See Day 1	See Day 1	See Day 1	See Day 1
<b><i>Building Blocks</i> Whole Group</b>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>
<b>Let's Find Out About It</b> <b>Problem Stories</b>	Preparing for the Showcase of Learning	Problem Stories	Ice Melting	Problem Story	Winter Activities
<b>Story Acting</b>	Refer to Storytelling/Story Acting Guide				

# Materials List

Centers	Materials
<p><b>Creative Arts</b></p> 	<p><b>Showcase of Learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Gilberto and the Wind</i></li> <li>• <i>Rabbits &amp; Raindrops</i></li> <li>• <i>A Hat for Minerva Louise</i></li> <li>• <i>One Dark Night (or Thunder Cake)</i></li> <li>• <i>The Snowy Day</i></li> <li>• children's work: paintings, drawings, books, sculptures, photos (on a computer or printed), videos</li> <li>• boxes or trays for display</li> <li>• paper</li> <li>• writing/drawing utensils</li> <li>• images of showcases (see Resource)</li> </ul> <p><b>Clouds:</b></p> <ul style="list-style-type: none"> <li>• <i>Rabbits &amp; Raindrops</i></li> <li>• <i>The Snowy Day</i></li> <li>• Beautiful Stuff (cotton balls, felt, fabric)</li> <li>• glue</li> <li>• puff paint (shaving cream + white glue)</li> <li>• paper</li> <li>• images of clouds (see Resource)</li> <li>• sample of children's work from Unit 3 Week 3, center activity: <i>Precipitation</i></li> <li>• tempera paint</li> <li>• sponges</li> </ul>
<p><b>Library and Listening</b></p> 	<p><b>Animal Research:</b></p> <ul style="list-style-type: none"> <li>• <i>Rabbits &amp; Raindrops</i></li> <li>• non-fiction expository texts about animals</li> <li>• blank books</li> <li>• clipboards</li> <li>• paper</li> <li>• sticky notes</li> <li>• writing/drawing utensils</li> <li>• samples of child-made cookbooks and/or children's <i>Weather Research</i> (U3, W1)</li> </ul>

## Blocks



### Settings Inspired by Books:

- *The Snowy Day*
- *Bringing the Rain to Kapiti Plain*
- *Gilberto and the Wind*
- *A Hat for Minerva Louise*
- Beautiful Stuff
- illustrations from unit books (the teacher can choose settings in each book to show during centers)
- paper
- clipboards
- writing/drawing utensils

## Puzzles (Manipulatives)



### Animal Habitat Puzzles:

- *Rabbits & Raindrops*
- *Bringing the Rain to Kapiti Plain*
- poster or tag board
- laminated animal habitat images (see Resource or reuse puzzles from Unit 3, Week 3, Centers: *Animal Habitat Puzzles*)
- Zip-loc bags
- basket or box to store puzzles
- trays

## Science



### Ice Treasures:

- *The Snowy Day*
- ice molds (muffin tin, pie pan, cookie sheet)
- small objects ("treasures") for freezing in ice
- images of ice formations (see Resource)
- magnifying glasses
- spray bottles with warm water
- gloves
- table salt
- salt grinder
- clipboard
- paper
- writing utensils

## Creative Writing



### Winter Stories:

- *A Hat for Minerva Louise*
- *The Snowy Day*
- paper of different sizes
- blank books
- staplers
- variety of drawing/writing tools



## Dramatic Play



### Pretending to Be Animals:

- *Rabbits & Raindrops*
- *One Dark Night/Thunder Cake*
- *A Hat for Minerva Louise*
- Beautiful Stuff, including fabric
- fabric
- natural materials (sticks, leaves, grass, rocks)
- boxes of different sizes
- images of animals (see Resource)
- children's *animal coverings* from Creative Arts
- *documentation of animal habitats* from Blocks

## Small Groups

## Materials

### Independent

### Adult and Baby Animal Matching Game:

- *Rabbits & Raindrops*
- *One Dark Night (or Thunder Cake)*
- adult and baby animals matching game cards (see Resource)
- adult and baby animal families (see Resource)

### High Support

### Clay Sculptures:

- *Bringing the Rain to Kapiti Plain*
- *Living Things Need Water*
- clay
- prepared slip
- cups of water
- trays
- placemats
- smocks
- plastic knives, forks, spoons
- Score and Slip visual support (see Resource)
- toothpicks
- Beautiful Stuff
- paper
- clipboards
- writing utensils
- dish pan or bucket for washing hands
- images of animal's sculptures (see Resource)

# Large Group

# Materials

## Read Alouds



Repeat previous weeks (Unit 3, Weeks 1-3) Read Alouds

## SWPL Clipboard Directions



**Can You Think of Words that Begin with the Same Sound as\_\_?:** *The Snowy Day*

**“Looby Loo”:** song lyrics

**If You have the Matching Letter, Shout Its Name:** uppercase letters (2 sets)

**“Mix a Pancake”:** poetry poster

**“The Wheels on the Bus”:** song lyrics

**“Bingo” (We Can Change It and Rearrange It):** flannel board and letters B, I, N, G, O, M, X, Z, N

**“Cloud”:** poetry poster

**If Your Name Starts with \_\_, Raise Your Hand**

**“The More We Get Together”:** song lyrics

**“Five Little Owls in an Old Elm Tree”:** poetry poster

**“Five Green and Speckled Frogs”:** song lyrics

**“Twinkle, Twinkle, Little Star”:** song lyrics

**Guess What Word I Am Saying:** *A Hat for Minerva Louise*, vocabulary picture cards: nest, shed, hose

**“Apples and Bananas”:** song lyrics

**“Head, Shoulders, Knees, and Toes”:** song lyrics

**“Stand Up”:** poetry poster

**“The Itsy, Bitsy Spider”:** song lyrics

**“Old MacDonald Had a Farm”:** song lyrics, flannel board and pieces: chick, duck, cow, turkey (plus 1-2 more animals)

**I’m Thinking of\_\_\_\_\_ Word Clue Game:** *The Snowy Day*, vocabulary picture cards: footprints, hood, boot

LFOAI



**Winter Activities:**

- *The Snowy Day*
- *A Hat for Minerva Louise*
- images of snow activities (see Resource)

**Ice Melting:**

- *The Snowy Day*
- *Living Things Need Water*
- ice cubes
- snow
- hair dryer
- tray

**Planning for the Showcase of Learning:**

- *Rabbits & Raindrops*
- *A Hat for Minerva Louise*
- *The Snowy Day*
- *Gilberto and the Wind*
- *One Dark Night* (or *Thunder Cake*)
- samples of children's work from throughout Unit 3
- photos or video documentation of Unit 2 Class Celebration children's processes in Unit 3
- images of showcases (see Resource)

**Problem Stories**

**Materials:** Block People (*Set Up for Success*)

# Math Components      Materials

Hands-on Math Center	<p><b>Shape Flip Book:</b> see <i>Building Blocks</i> Teacher's Resource Guide</p> <p><b>Shape Pictures:</b> shape sets, pattern block</p> <p><b>Feely Box:</b> Feely Box (a decorated box with a hole large enough to fit a child's hand but not so large they can see into the box), shape sets</p> <p><b>Shape Steps:</b> tape, large construction paper, chalk</p>
Small Group	<p><b>Feely Box:</b> Feely Box (a decorated box with a hole large enough to fit a child's hand but not so large they can see into the box), shape sets</p>
Large Group	<p><b>Trapezoids:</b> shape sets, pattern blocks, books with trapezoids (optional)</p> <p><b>Feely Box:</b> Feely Box (a decorated box with a hole large enough to fit a child's hand but not so large they can see into the box), shape sets</p> <p><b>The Shape of Things</b> or <b>Building Shapes:</b> Big Books</p> <p><b>Shape Step:</b> tape, large construction paper, chalk</p>
Literature Connections	<p><b>Building a House</b> by Byron Barton</p> <p><b>The Wing on a Flea</b> by Ed Emberley</p> <p><b>Shapes and Things</b> by Tana Hoban</p> <p><b>So Many Circles, So Many Squares</b> by Tana Hoban</p> <p><b>Seven Blind Mice</b> by Ed Young</p>

Child's Name	Trajectory Level	Comments/ Reflections:
	10 11 13 14 16	
	10 11 13 14 16	
	10 11 13 14 16	
	10 11 13 14 16	
Needs Support:	Challenged:	Enhancements/Enrichments:

### **Objectives**

- To identify and match shapes
- To identify and name the shape of objects in their environment

### **Learning Trajectories**

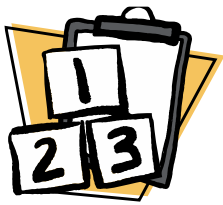
**10 Shape Recognizer (Rectangles):** can recognize more rectangle sizes, shapes, and orientations of rectangles (For example, a child at this level may correctly name these shapes “rectangles.”)

**11 Side Recognizer (Part(s)):** can recognize most basic shapes and prototypical examples of other shapes, such as hexagon, rhombus, and trapezoid

**13 Shape Recognizer (More Shapes):** can match angles concretely (For example, given several triangles, the child may find 2 with the same angles by laying the angles on top of one another.)

**14 Shape Identifier:** can match angles concretely (For example: a child can identify shapes. Given several triangles, the child may find 2 with the same angles by laying the angles on top of one another.)

**16 Parts of Shape Identifier:** can identify shapes by components (For example: this is still a triangle even though it is skinny because it has 3 sides and 3 angles.)



# BUILDING BLOCKS CLIPBOARD DIRECTIONS

## Day 1

### Geometry: Shape Flip Book

*Today we are going to look at the Shape Flip book.*

Flip to the page with a trapezoid.

*I am going to try to match some shapes in the book.  
This shape is a trapezoid. It is a shape with one pair  
of parallel sides.*

Flip to the page to find the image that is a trapezoid.

*Let's see if we can find an image that looks like a trapezoid.*

Flip to the page to find the image that is a trapezoid.

*Now this is tricky. Let's try to find a trapezoid in another  
image. Do you have anything at home that is a trapezoid?*

Emphasize that the image has two sides that are parallel  
(or lined up in the same way).

Repeat the activity by finding a rhombus (a shape with four  
straight sides the same length), hexagon (a shape  
with six straight sides), and kite (a shape with two pairs  
of adjacent sides the same length).

### Preview:

*You will be able to read this book by naming shapes and  
matching the images in the Hands-On Math Center.*

### Geometry: Trapezoids

Show children a rhombus.

*We are going to look at a new  
shape today! Does anyone know  
what shape this is?*

*Some of you may have seen this  
shape before. It is called a  
rhombus. What do you notice  
about this shape? Do we have  
anything in our classroom that  
looks like a rhombus?*

Repeat showing a trapezoid.

## Day 2

### Numeracy: Count and Move (Forward and Back)

*Today we are going to count to 10. We are going to pretend we are a rocket ship blasting off from Earth.*

Everyone starts in a crouched position and slowly rises to a standing position while counting aloud to 10.

*Now we are going to pretend we are a rocket ship coming back from space to Earth! We are going to start counting backward from the number 10.*

While counting backward from 10, everyone slowly sinks back down to a crouched position.

### Geometry: Feely Box

Hide one shape in the Feely Box.

*Today we are going to play a game using the Feely Box. I hid one shape in the box, and friends will take turns feeling and trying to match it to one of these shapes outside the box.*

Display five shapes from the Shape Set, including the one that exactly matches the one you hid in the Feely Box. Have one child or have children take turns feeling to match the shape.

*Feel the shape in the box and point to the shape it matches! How do you know it is a \_\_\_\_\_?*

Discuss the shape, emphasizing the attributes of the shape, the number of sides, and the number of angles.

## Day 3

### Geometry: Building Shapes (or The Shape of Things)

Read the book aloud. After reading the book, go back and review some pages and have children talk about the different shapes they see

### Geometry: Shape Step

**(In Advance:** Create and display large shapes by making shapes on the floor with masking or colored tape, making chalk shapes outdoors, taping laminated paper shapes to the floor, or using a copier to enlarge Shape Sets from the *Teacher's Resource Guide*. Create enough trapezoids for 5 friends to step on them.)

Tell children to step on the Trapezoids only.

*I am going to have five friends step on the shapes. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. Can you step on the trapezoids? Let's check to make sure our friends are stepping on the trapezoids. How do we know it is a trapezoid?*

### Sides and Angles Version:

*Can you step on shapes with three sides (triangles), four sides (quadrilaterals), or six sides (hexagons)? Can you step on the shapes with three angles, four angles, or six angles?*

Have children count the angles and sides to check their work.

## Day 4

### **Numeracy: Count and Move (Forward and Back)**

*Today we are going to count to 10. We are going to pretend we are a rocket ship blasting off from Earth.*

Everyone starts in a crouched position and slowly rises to a standing position while counting aloud to 10.

*Now we are going to pretend we are a rocket ship coming back from space to Earth! We are going to start counting backward from the number 10.*

While counting backward from 10, everyone slowly sinks back down to a crouched position.

### **Geometry: Feely Box**

*(In Advance:* Have one child hide a shape in the Feely Box.)

Display five shapes from the Shape Set, including the one that exactly matches the one that is hidden.

*Today we are going to play a game using the Feely Box! \_\_\_\_\_ hid one shape in the box and will pick one friend to feel and try to match it to one of these shapes outside the box. \_\_\_\_\_ is going to feel the shape in the box and point to the shape it matches. How do you know it is a \_\_\_\_\_?*

Discuss the shape, emphasizing the attributes of the shape, the number of sides, and the number of angles.

## Day 5

### **Geometry: Building Shapes (or The Shape of Things)**

Read the book aloud. After reading the book, go back and review some pages and have the children talk about the different shapes they see.





# Songs, Word Play, and Letters

Standard Connection:  
ALL ELA (RF); ELA.RL.4.4b;  
ELA.L.PK4.1a, 1b; ELA.L.PK4.2, 2d;  
ELA.L.PK4.4, 4a ELA.L.PK4.5, 5a, 5b, 5c, 5d;  
ELA.L.PK4.6

## Songs, Word Play, and Letters: Day 1

**Materials:** poetry poster, *The Snowy Day*

### Can You Think of Words that Begin with the Same Sound as \_\_\_\_? [and *The Snowy Day*]

Procedure:

- Show the cover of the book and tell children that words from the book will be used to play a game. Explain that in this game, a word will be said, and then they will think of other words that begin with the same sound.
- Use **dog** as an example. Say, “If I say **dog**, /d/, then you might say ‘**dig**’ because **dig** starts with /d/ like **dog**.”
- Use **pocket** to start. Say, “**Pocket**, /p/. Can you think of other words that begin with /p/?”

Provide examples if there is no response.

- Review words that are generated (*pan, picnic, pink, pale*).
- Do a second word if children seem interested. Try **melt** or **deep**.

### Looby Loo

Procedure:

- Stand up and ask the children to stand to sing “Looby Loo”
- Add new verses if you’d like (using “left ear,” “right ear,” “head” etc.).

### Mix a Pancake

Procedure:

- Recite the poem with the hand motions.
- Recite it again, holding onto the first sound of the first word in each line so that children can chime in.

### The Wheels on the Bus

Procedure:

- Place your hands in the position to start “The Wheels on the Bus.” Do a few “wheel” motions.
- Sing the song.

## Songs, Word Play, and Letters: Day 2

**Materials:** poetry posters, flannel board and letters: B, I, N, G, O, M, Z, N; “Five Green and Speckled Frogs” flannel pieces

### Bingo [and We Can Change It and Rearrange It]

Procedure:

- Sing the song as usual, removing one letter per verse.
- When finished singing, put the letters back up to spell BINGO. Then, replace B with M and ask the children what it says. Sound /m/ to help; read “Mingo.”
- Remove M and put N, and read “Ningo.” Remove N and put Z; read “Zingo”.
- While putting the letters away, tell children that a lot of different words can be made with letters by changing and rearranging them.

### The More We Get Together

Procedure:

- Say, “*We are going to sing a song about friends having fun when they get together.*” Sing the song and clap the beats. Model the clapping as you sing to show that some claps are fast, and others are held for a while.

### Five Little Owls in an Old Elm Tree

Procedure:

- Recite the poem.
- Sing the song as usual.

### Five Green and Speckled Frogs

Procedure:

- Sing the song as usual, using flannel pieces for each verse.

## Songs, Word Play, and Letters: Day 3

**Materials:** poetry posters, 2 sets of uppercase letters, *The Snowy Day*, vocabulary picture cards: footprints, hood, boot

### Twinkle, Twinkle, Little Star

Procedure:

- Tell children they are going to sing a new song but that some children probably know it.
- Sing the song slowly enough for children to join in.

### If You Have the Matching Letter, Shout Its Name

Procedure:

- Pass out one uppercase letter to each child, making sure the letter each child gets is not the first letter in the child's name. Hold onto the matches for each of the letters passed out.
- Hold up one letter at a time, and say, *"If you have the match for (letter name), shout its name."*

### Head, Shoulders, Knees, and Toes

Procedure:

- Sing the song as usual, touching the body parts named in the song. Sing the song a second time, this time only humming and doing the motions.

### I'm Thinking of \_\_\_\_\_ Word Clue Game [and *The Snowy Day*]

Procedure:

- Show the book and tell children that they are to guess some words from the book. Ask children to listen to all the clues and to hold their hand up if they have a guess. After children guess a word, show the picture card to reinforce the word's meaning.
- For *footprints*, say, *"Your shoes or boots make these marks in snow or mud. This word begins with /f/."*
- For *hood*, say, *"This covers your head and is attached to a snowsuit or coat. Peter wore this when he went out in the snow. This word begins with /h/."*
- For *boot*, say, *"We wear them on our feet. Peter wore them in the snow. This word begins with /b/."*

## Songs, Word Play, and Letters: Day 4

**Materials:** poetry posters, *A Hat for Minerva Louise*, vocabulary picture cards: nest, shed, hose

### Twinkle, Twinkle, Little Star

Procedure:

- Recite the poem as usual.

### Stand Up

Procedure:

- Comment that this title has only two words in it and that it is short, not long, like "Five Little Owls in an Old Elm Tree" that was recited on Day 2.
- Ask children if they remember the first thing the poem tells them to do. Begin reciting and standing up as the children answer. Continue reciting with the children.

## Guess What Word I am Saying [and A Hat for Minerva Louise]

### Procedure:

- Show the cover of the book *A Hat for Minerva Louise* and say, “We are going to play a game with some of the words from the story. I will say the words in a funny way, and you are to guess what word I am saying and say it the right way.”
- Do a couple of examples first: “If I say /h/ (pause) /en/, you would say ‘hen’.”
- Use *nest*: /n/ (pause) /est/; once children have guessed, say, “Minerva Louise was sitting on her nest when she saw snowflakes falling.” Show the picture card of the nest.
- Use *shed*: /sh/ (pause) /ed/: “Minerva Louise went into the shed to find some warm clothes.” (show picture card)
- Use *hose*: /h/ (pause) /ose/: “Minerva Louise thought the garden hose was a scarf.” (show picture card)

## Apples and Bananas

### Procedure:

- Say, “I just said some words in a funny way, and then you said them the right way. Now we are going to sing a song that has funny words in it. The song is ‘Apples and Bananas.’”
- Sing the song.

## Songs, Word Play, and Letters: Day 5

**Materials:** poetry posters, flannel board and pieces for “Old MacDonald Had a Farm”: chick, duck, cow, turkey, plus one or two more animals

## Old MacDonald Had a Farm

### Procedure:

- Put the flannel pieces up, as usual, with one or two new animals.
- Sing, pointing to the animals.
- Tell the children that you are going to remove the animals in reverse order.
- Name each one as you remove it.

## Cloud

### Procedure:

- Read the title and underline it with your finger.
- Recite the poem, saying it slowly enough for the children to join in. Repeat the poem as the children join in.

### If Your Name Starts with \_\_\_\_\_, Raise Your Hand

Procedure:

- Tell the children they are going to play the name game. Remind children that a sound will be said, and they should listen and decide whether it is the same sound they hear at the beginning of their name. Remind children that when they played this game the last time, they listened for the last sound in their names, but today, they are going to listen for beginning sounds.
- Say sounds one by one. Be sure to provide a beginning sound for every child in the class.
- Assist children as needed. Say, *"Tommy, your name starts with /t/, so raise your hand."*

### The Itsy, Bitsy Spider

Procedure:

- Sing the song and do the motions.



# Read Aloud: *Gilberto and the Wind*

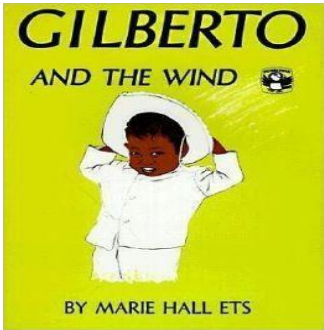
Standard Connection:  
ELA.RL.PK4.1-7,9-10  
ELA.SL.PK4.1-4,6  
ELA.L.PK4.1,1c,4,6

## Enduring Understanding(s):

- Weather affects living things.
- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li>• <i>Gilberto and the Wind</i></li> <li>• Vocabulary word picture cards</li> </ul>	<p><b>blur:</b> blend together</p> <p><b>clothespins:</b> clips for hanging wash on a line</p> <p><b>gentle:</b> soft, mild</p> <p><b>gust:</b> quick burst of wind</p> <p><b>howling:</b> making a long, loud cry</p> <p><b>jerk:</b> a sudden tug</p> <p><b>kite:</b> a toy that flies in the air, lifted by wind</p>	<p><b>pinwheel:</b> a toy that spins in the wind</p> <p><b>ripe:</b> ready to eat</p> <p><b>sail:</b> a cloth attached to the mast of a boat</p> <p><b>sombrero:</b> a hat with a wide brim</p> <p><b>storm:</b> bad weather with wind</p> <p><b>unlatched:</b> not fastened, unlocked</p> <p><b>whispering:</b> speaking softly</p>
Books		
		

First Read	
Preparation: Set up materials	
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop understanding of main events</li> </ul>	
"The title of this book is <i>Gilberto and the Wind</i> . Marie Hall Ets is the author and illustrator - she wrote the words and drew the pictures."	Show front cover.
"The wind <b>whispered</b> - it was saying 'You-ou-ou' very softly."	p. 1
" <b>Jerk</b> means to tug or pull suddenly."	pp. 2-3
"The <b>clothespins</b> were holding the sheets on the clothesline. When the wind pulled off the <b>clothespins</b> , the sheets started to blow away."	p. 5

"The gate was <b>unlatched</b> . It wasn't fastened - it was unlocked."	p. 8
"The apples are <b>ripe</b> - they're ready to be eaten."	p. 16
"When something is a <b>blur</b> , it is hard to see it clearly."	p. 21
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>How was the wind helpful to Gilberto?</li> <li>How was the wind not helpful to Gilberto?</li> </ul>	

Second Read	
<b>Children will:</b> <ul style="list-style-type: none"> <li>recall some main events when asked</li> <li>link characters' basic emotions to their actions</li> <li>use their own experiences to understand the characters' feelings and motivations</li> <li>express the main idea of a story or other text in a way that shows increasing understanding</li> </ul>	
"We read this story once before, so you know the title of the book is... <i>Gilberto and the Wind</i> ."	Show the front cover.
"At first, the wind was not very helpful to Gilberto. What did the wind do?"	Show illustrations. pp. 2-9. <b>Children respond.</b>
"Finally, the wind did something fun with Gilberto. What happened?"	Show illustrations on pp. 10-11. <b>Children respond.</b>
"What other helpful things did the wind do for Gilberto?"	Show illustrations. <b>Children respond.</b>
"What other things did the wind do that Gilberto didn't like?"	Show illustrations. <b>Children respond.</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>In <i>Gilberto and the Wind</i>, the wind grabbed Gilberto's balloon. In <i>A Letter to Amy</i>, the wind also grabbed something from someone's hand. What happened?</li> <li>Why do you think Gilberto's balloon blew all the way up in a tree, but Amy's letter dropped back to the ground? Guide children to understand that a letter is heavier than a balloon, and that the balloon also got stuck in the tree.</li> </ul>	

### Third Read

**Children will:**

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

**Discussion Question(s):**

- What are some things you think Gilberto liked best about playing with the wind?
- What are some things you think Gilberto disliked about playing with the wind?

### Fourth Read

**Children will:**

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

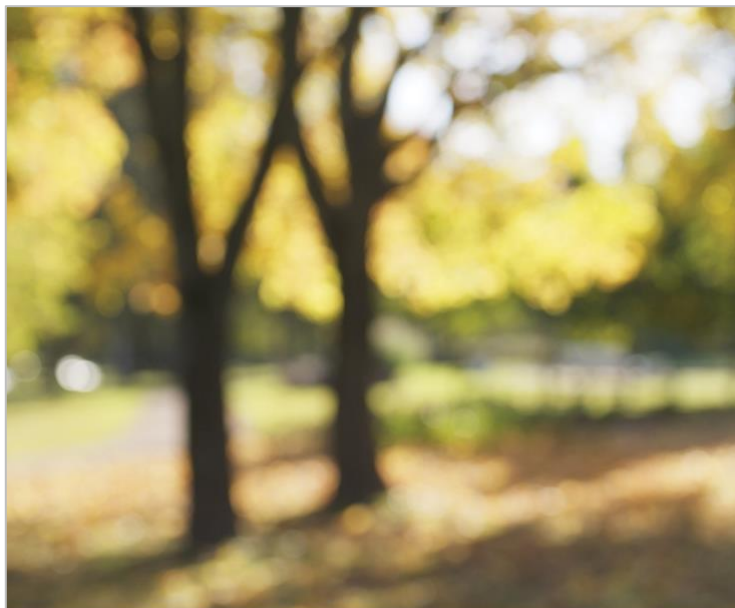
**Discussion Question(s):**

- Gilberto seems to be treating the wind like it's his friend. People can learn how to be better friends - do you think the wind can learn how to be a better friend?





## Vocabulary Cards: *Gilberto and the Wind*



**blur**



**clothespin**



**gentle**



**gust**



**whisper**



**sombrero**



**unlatched**



**storm**





**howling**



**jerk**



**pinwheel**



**kite**



**ripe**



**sail**



# Read Aloud: *One Dark Night*

Standard Connection:  
 ELA.RL.PK4.1-7,9-10  
 ELA.SL.PK4.1-4,6  
 ELA.L.PK4.1,1c,4,6

## Enduring Understanding(s):

- Weather affects living things.
- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li>• <i>One Dark Night</i></li> <li>• Vocabulary word picture cards</li> </ul>	<p><b>darts:</b> make a sudden quick movement</p> <p><b>dashes:</b> runs quickly</p> <p><b>dawn:</b> when the sun comes up in the morning</p> <p><b>gently:</b> softly, mildly</p> <p><b>hurttles:</b> throws very hard</p> <p><b>lightning:</b> a flash of light in a thunderstorm</p>	<p><b>nudges:</b> pushes gently</p> <p><b>peer:</b> look at very carefully</p> <p><b>races:</b> runs fast</p> <p><b>stray:</b> an animal without a home</p> <p><b>storm:</b> bad weather with wind</p> <p><b>thunder:</b> a loud sound during a storm</p>
Books		

First Read	
Preparation: <i>Set up materials.</i>	
<b>Children will:</b> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop understanding of main events</li> </ul>	
"The title of this book is <i>One Dark Night</i> . The author is Hazel Hutchins - she wrote the words. The illustrator is Susan Hartung - she created the pictures."	<b>Show</b> front cover.
"A <b>storm</b> is when there's lots of rain and wind."	<b>p. 1</b>
" <b>Stray</b> means the cat doesn't have a home of its own."	<b>p. 3</b>
"The cat <b>dashed</b> - it ran quickly."	<b>p. 10</b>
"The wind <b>hurttled</b> the raindrops - it threw them very hard against the window."	<b>p. 20</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>• Why did Jonathan's grandfather tell him not to go outside in the thunderstorm?</li> <li>• Even though his grandfather told him not to, Jonathan ran outside in the rain. Why?</li> </ul>	

## Second Read

### Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand the characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

"We read this story once before. Remember that the story's title is... <i>One Dark Night</i> ."	<b>Pause</b> before you read the title so that children can chime in. <b>Underline</b> the title as you read it.
"What was looking at Jonathan through the window?"	p. 4 <b>Children respond.</b>
"Why did Jonathan think the <b>stray</b> cat was scared of the <b>thunder</b> ?"	p. 5 <b>Children respond.</b>
"What was the <b>stray</b> cat's 'prize' that she laid on the rug?"	p. 5 <b>Children respond.</b>
"Why did the <b>stray</b> cat <b>dash</b> back outside?"	p. 10 <b>Children respond.</b>
"Why did Jonathan call for the <b>stray</b> cat to come back?"	p. 11 <b>Children respond.</b>
"How did Jonathan take care of the kitten?"	pp. 13-14 <b>Children respond.</b>
"What did Jonathan hear scratching at the door?"	p. 15 <b>Children respond.</b>
"Why did Jonathan go outside in the rain?"	pp. 23-24 <b>Children respond.</b>
"What did Jonathan do to keep the <b>stray</b> cat and her kittens safe?"	p. 29 <b>Children respond.</b>

### Discussion Question(s):

- What do you think the mother cat and the kittens will do when the thunderstorm is over?
- How is Jonathan taking care of the mother cat and the kittens similar to or different from baby Louise's family taking care of her in *Oonga Boonga* or Baby's family in *Crybaby*?

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- Have you ever been awakened at night by a storm? How did you feel about it, and what did you do?
- At the beginning of the book (pages 14 and 15), there were some lights on in the house. Then, later, his grandparents were using candles (pages 20 and 30). Why?

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- How is Jonathan taking care of the mother cat and the kittens similar to or different from how Matthew and Tilly took care of a kitten?
- How do you think Jonathan knew how to take care of the mother cat and the kittens?





## Vocabulary Cards: *One Dark Night*



**stray**



**storm**



**races**



**dart**





**thunder**



**peer**



**lightning**



**hurtles**



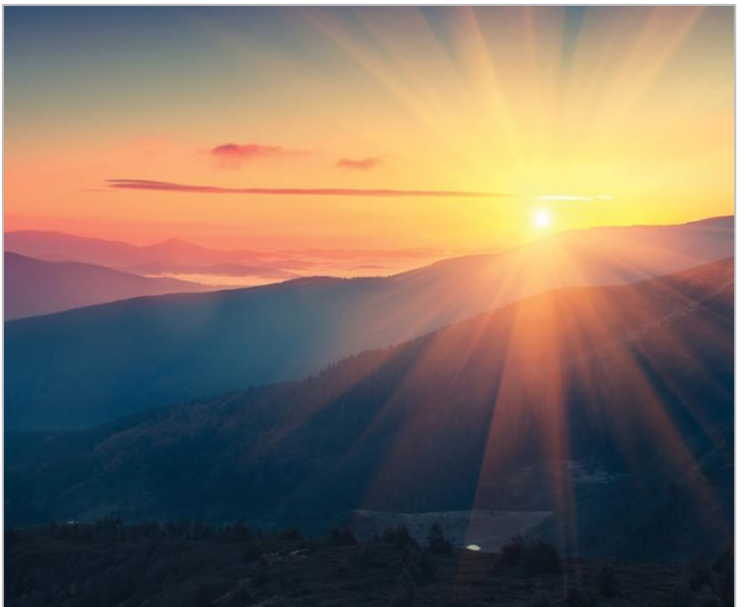
**nudges**



**gently**



**dashes**



**dawn**



# Read Aloud: *Thunder Cake*

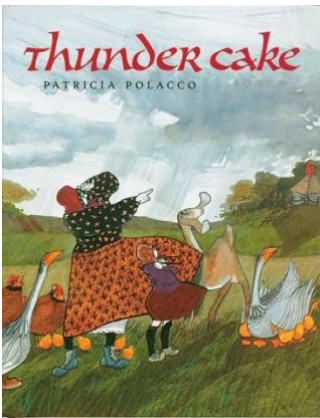
Standard Connection:  
**ELA.RL.PK4.1-7,9-10**  
**ELA.SL.PK4.1-4,6**  
**ELA.L.PK4.1,1c,4,6**

## Enduring Understanding(s):

- Weather affects living things.
- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials		Vocabulary
<ul style="list-style-type: none"> <li>• <i>Thunder Cake</i></li> <li>• vocabulary word picture cards</li> </ul>		<p><b>path:</b> a track to walk on</p> <p><b>peck:</b> to bite something with a beak</p> <p><b>pour:</b> rain falling very fast</p> <p><b>recipe:</b> instructions for making food</p> <p><b>samovar:</b> a metal container to heat water for tea</p> <p><b>survey:</b> looking closely</p> <p><b>thunder:</b> a loud sound that comes from the sky</p> <p><b>trellis:</b> a frame used as support for climbing plants</p>
	<p><b>Books</b></p> 	<p><b>batter:</b> mixture of different ingredients</p> <p><b>churn:</b> mix</p> <p><b>distance:</b> far away</p> <p><b>fade:</b> go away slowly</p> <p><b>gather:</b> collect</p> <p><b>horizon:</b> the place where the land seems to meet the sky</p> <p><b>ingredients:</b> things needed to make food</p> <p><b>lightning:</b> a flash of light in the sky</p>

## First Read

**Preparation:** Set up materials. (Because of the length of the book, directions for first and second reading guidance are combined to support a 2-day read)

### Children will:

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop an understanding of main events

### Teachers will:

- read with expression
- select 5-10 vocabulary words and enhance them by pointing to the picture, gesture, tone of voice or by inserting a short definition
- provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know
- model analytical thinking when appropriate ("I'm thinking....")



<p>"The title of this book is <i>Thunder Cake</i>. Patricia Polacco is the author and illustrator. She wrote the words and created the pictures. This true story is about how the author's grandmother helped her overcome her fear of <b>thunder</b> when she was a little girl visiting her grandma's farm."</p>	<p><b>Show</b> cover, <b>underlining</b> the title and <b>point</b> to author's and illustrator's name.</p>
<p>"Here, you can see a grandmother and her granddaughter looking at a thunderstorm that is coming closer. They have something special to do before the thunderstorm arrives. Let's read the story and find out what happens."</p>	<p><b>Introduce</b> the main character and the story problem, using the illustrations on the cover.</p>
<p>"Grandma looked at the <b>horizon</b>, drew a deep breath, and said..."</p>	<p>p. 1 <b>Point</b> to the horizon and <b>model</b> taking a deep breath.</p>
<p>"It looks like the granddaughter is afraid of storms because she is hiding under the bed."</p>	<p>p. 4 (Comprehension aside)</p>
<p>"A loud clap of <b>thunder</b> - a loud sound that comes from the sky - shook the house, <b>rattled</b> the windows, and made me grab her close." "When you see the <b>lightning</b> - a flash of light in the sky - start counting..."</p>	<p>p. 6 <b>(Gesture)</b></p>
<p>"Grandma is trying to soothe her granddaughter, so she will not be so afraid by holding her close. Grandma thinks that giving the girl other things to think of, like <b>gathering ingredients</b> to bake a Thunder Cake, will keep her busy so she has no time to be afraid."</p>	<p>(Comprehension aside)</p>
<p>"Her eyes <b>surveyed</b> the black clouds a way off in the <b>distance</b> - far away."</p>	<p>p. 7 <b>Model.</b></p>
<p>"Let's find that <b>recipe</b> - instructions for making food - ,child."</p>	
<p>"She carefully penned a list of <b>ingredients</b> - things needed to make the cake - on a note paper."</p>	
<p>"Now let's <b>gather</b> - collect - all the things we need!' she exclaimed as she scurried towards the back door."</p>	<p><b>Model.</b></p>
<p>"I knew she would try to <b>peck</b> me."</p>	<p>p. 9 <b>Model</b> by forcefully pushing thumb and index finger together a few times.</p>
<p>"They <b>gathered</b> the first <b>ingredient</b> needed to make the Thunder Cake: eggs."</p>	<p>(Comprehension aside)</p>
<p>"It looks like the loud <b>thunder</b> scared the child again, and so did the mean-looking 'kick cow.'"</p>	<p>p. 11 (Comprehension aside)</p>

"I was scared as we walked down the <b>path</b> ..."	p. 14 <b>Point</b> to the path.
"Grandma wants to make the child less afraid by letting her know that she is not alone and that she will make sure nothing bad will happen to her."	p. 15 (Comprehension aside)
"...as she squinted at the list."	p. 18 <b>Model</b> squinted.
"I reached three luscious - great looking - tomatoes..."	<b>Point</b> to the picture.
"...climbed up high on the <b>trellis</b> - a frame used as support for climbing plants."	<b>Point</b> to the picture.
"We will stop reading here for today and finish the story tomorrow."	<b>Comment.</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>Why do you think that the child was so afraid of the storm?</li> <li>What happened to make her less scared?</li> </ul>	

Second Read	
<b>Preparation:</b> <i>Set up materials. (Because of the length of the book, directions for first and second reading guidance are combined to support a 2-day read)</i>	
<b>Children will:</b> <ul style="list-style-type: none"> <li>listen to a story read aloud</li> <li>demonstrate increasing levels of sustained and focused engagement</li> <li>show a steady increase in the number of words in listening vocabulary</li> <li>develop an understanding of main events</li> </ul> <b>Teachers will:</b> <ul style="list-style-type: none"> <li>continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions</li> <li>explain feelings or thoughts of secondary characters</li> <li>deepen the comprehension of primary characters, story problem, etc.</li> <li>model analytical thinking</li> </ul>	
"We read the first part of this book yesterday, and you remember the title..."	<b>Show</b> the cover, <b>underline</b> , and <b>say</b> the title again.
"You remember that the girl was afraid of <b>thunder</b> , and then her grandmother asked her to help <b>gather ingredients</b> to make a Thunder Cake. We will now read the second part of the story."	Quickly <b>show</b> a few pages to re-orient children to the first part of the story.
"I <b>churned</b> - stirred - butter for..."  "Finally, we <b>poured</b> the <b>batter</b> - the mixture of the different <b>ingredients</b> - into the cake pans."	p. 19 <b>Point</b> to the butter churn.
"It looks like the girl is too busy making the cake to fear the <b>thunder</b> . She is smiling as she carries the cake to the oven."	p. 25 (Comprehension aside)

"Even before the last flash had <b>faded</b> - went away slowly - the <b>thunder</b> ..."	p. 26
"...Grandma cut a wedge for each of us..."	p. 28 <b>Point</b> to wedge.
"She <b>poured</b> us steaming cups of tea from the <b>samovar</b> - a metal container to heat water for tea."	(Comprehension aside)
"From that time on, I never feared the voice of <b>thunder</b> again - I was no longer afraid of thunderstorms."	(Comprehension aside)
"As rain <b>poured</b> down - came down very fast - on our roof..."	p. 28
"Here is the <b>recipe</b> to make Thunder Cake. It tells you what <b>ingredients</b> you need and how much of each."	p. 29
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>Thunder wasn't the only thing that scared the girl. What were some of the other things she was afraid of? Why?</li> </ul>	

Third Read	
Preparation: Set up materials.	
<b>Children will:</b> <ul style="list-style-type: none"> <li>reconstruct parts of the story</li> <li>practice saying and using story-related vocabulary words</li> <li>recall main events and characters in the story when prompted</li> </ul> <b>Teachers will:</b> <ul style="list-style-type: none"> <li>jointly reconstruct the story with children</li> <li>expand, clarify, or add more information to children's responses</li> <li>address misunderstandings to deepen the comprehension of primary characters, story problem, etc.</li> <li>define words as necessary</li> <li>deepen comprehension asides</li> <li>model analytical thinking</li> </ul>	
"We have read this book twice, and today we're going to talk about and tell the story together."	<b>Hold</b> up the book and <b>show</b> the cover. <b>Underline</b> and <b>state</b> the title.  <b>Use</b> phrases such as "We remember..." or "What is happening here?" while <b>pointing</b> to the action on the pages. Comments will mostly rely on children's responses
"Here we remember...."	pp. 1-2 <b>Children respond.</b>
"What is Grandma explaining?"	pp. 3-4 <b>Children respond.</b>

“What is happening here?”	pp. 5-6 <b>Children respond.</b>
“We remember...”	pp. 7-10 <b>Children respond.</b>
“And here...”	pp. 11-12 <b>Children respond.</b>
“Do you remember what the secret <i>ingredient</i> was?”	pp. 13-16 <b>Children respond.</b>
“The girl climbed the <i>trellis</i> and...”	pp. 17-18 <b>Children respond.</b>
“Grandma and the girl are busy with preparations for the Thunder Cake. What are they doing?”	pp. 19-20 <b>Children respond.</b>
“Grandma thinks the girl is very brave. Why does she think that?”	pp. 21-22 <b>Children respond.</b>
“What is happening here?”	pp. 23-24 <b>Children respond.</b>
“Grandma and the girl are smiling here because...”	pp. 25-28 <b>Children respond.</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>Who was more afraid of the weather - Gilberto in <i>Gilberto and the Wind</i> or the girl in <i>Thunder Cake</i>? Why do you think so?</li> </ul>	

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- Have you ever been afraid of the weather? What did you do?



## Vocabulary Cards: *Thunder Cake*



**fade**



**lightning**



**samovar**



**thunder**





**path**



**ingredients**



**trellis**



**pour**

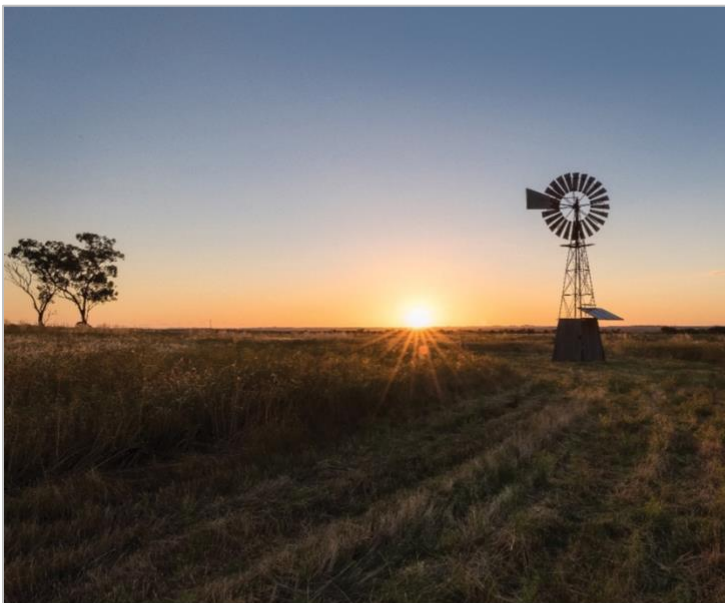




**peck**



**churn**



**horizon**



**batter**



**recipe**



**gather**



**distance**



**survey**



# Read Aloud: *Rabbits & Raindrops*

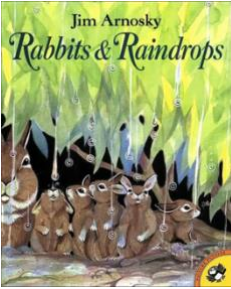
Standard Connection:  
ELA.RL.PK4.1-7, 9-10  
ELA.SL.PK4.1-4, 6  
ELA.L.PK4.1, 1c, 4, 6

## Enduring Understanding(s):

- Weather affects living things.
- Living things respond in different ways to different kinds of weather.
- Living things often depend on each other for shelter and protection.

## Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li>• <i>Rabbits &amp; Raindrops</i></li> <li>• Vocabulary word picture cards</li> </ul>	<p><b>hedge:</b> a row of bushes</p> <p><b>lawn:</b> a grassy area</p> <p><b>nibble:</b> to chew, taking tiny bites</p> <p><b>shelter:</b> a safe place</p> <p><b>clover:</b> a small plant with bright green leaves and white or purple flowers</p> <p><b>butterfly:</b> a flying insect with large, colorful wings</p> <p><b>grasshopper:</b> a jumping insect with long back legs</p>	<p><b>shower:</b> a short, gentle rain</p> <p><b>waterproof:</b> keeps water out/off</p> <p><b>hummingbird:</b> a tiny, bright-colored bird that sips nectar</p> <p><b>bee:</b> a flying insect that makes honey</p> <p><b>raindrops:</b> a drop of rainwater</p> <p><b>soaked:</b> extremely wet</p> <p><b>spider:</b> eight-legged creatures that spin silk webs</p>
Books		
		

First Read	
Preparation: <i>Set up materials.</i>	
Children will: <ul style="list-style-type: none"><li>• listen to a story read aloud</li><li>• demonstrate increasing levels of sustained and focused engagement</li><li>• show a steady increase in the number of words in listening vocabulary</li><li>• develop an understanding of main events</li></ul>	
“The title of this book is <i>Rabbits &amp; Raindrops</i> . The author, the person who wrote the story, is Jim Arnosky.”	Show front cover.
“The <b>hedge</b> is this row of bushes. The <b>lawn</b> is the green grass.”	pp. 1-2
“The rabbits are taking tiny bites - <b>nibbling</b> the <b>clover</b> plants.”	p. 10
“The rabbit’s fur won’t keep the water off - it isn’t <b>waterproof</b> .”	p. 14
“The <b>hedge</b> is a good <b>shelter</b> for the rabbits. It is a safe place that keeps them warm and dry.”	p. 17
“The rain wasn’t very hard. It was gentle and quick - it was just a <b>shower</b> .”	p. 24
Discussion Question(s): <ul style="list-style-type: none"><li>• How did the mother rabbit take care of the baby rabbits?</li><li>• What other animals took shelter under the hedge when the rain began?</li></ul>	



## Second Read

### Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

"We read this story once before. You remember that the story's title is...*Rabbits & Raindrops*. The author and illustrator is Jim Arnosky."

**Pause** before you read the title so that children can chime in. **Underline** the title as you read it.

"Why are the rabbits under the ***hedge***?"

pp. 1-3  
**Children respond.**

"What did the baby rabbits do after the mother rabbit hopped out onto the ***lawn***?"

pp. 7-8  
**Children respond.**

"What did the rabbits do when they were on the ***lawn***?"

pp. 9-10  
**Children respond.**

"All of a sudden, the weather changed. What happened?"

pp. 11-12  
**Children respond.**

"What did the rabbits do when the rain began? Why?"

pp. 13-14  
**Children respond.**

"When the ***shower*** ended, what did the rabbits do?"

pp. 25-26  
**Children respond.**

### Discussion Question(s):

- Why did the turtle (p. 24) probably not need to take shelter under the hedge?
- The rabbits' fur wasn't waterproof. In *One Dark Night*, do you think the cats' fur was waterproof or not? Why?
- In *Thunder Cake*, the animals had shelter from the rain in a barn; chickens and cows don't have waterproof feathers/fur.

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- How is the rabbits' sheltering under the hedge similar to or different from the cats' sheltering in Jonathan's house in *One Dark Night*?
- If Jonathan had seen the rabbits getting wet in the rain, do you think he would have tried to bring them inside his house? Why? Why not?
- In *Thunder Cake*, the animals did not need any special care from the rain; they were safe and dry in the barn.

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- How are the baby rabbits in *Rabbits & Raindrops* similar to or different from the kittens in *One Dark Night* / the animals in the barn in *Thunder Cake*?





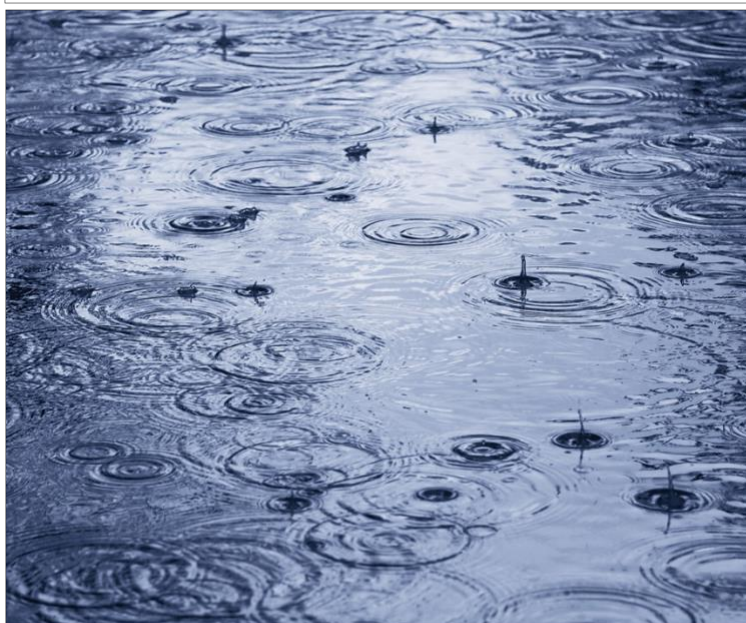
## Vocabulary Cards: *Rabbits and Raindrops*



**hummingbird**



**bee**



**raindrops**



**lawn**





**spider**



**soaked**



**shelter**



**shower**





**clover**



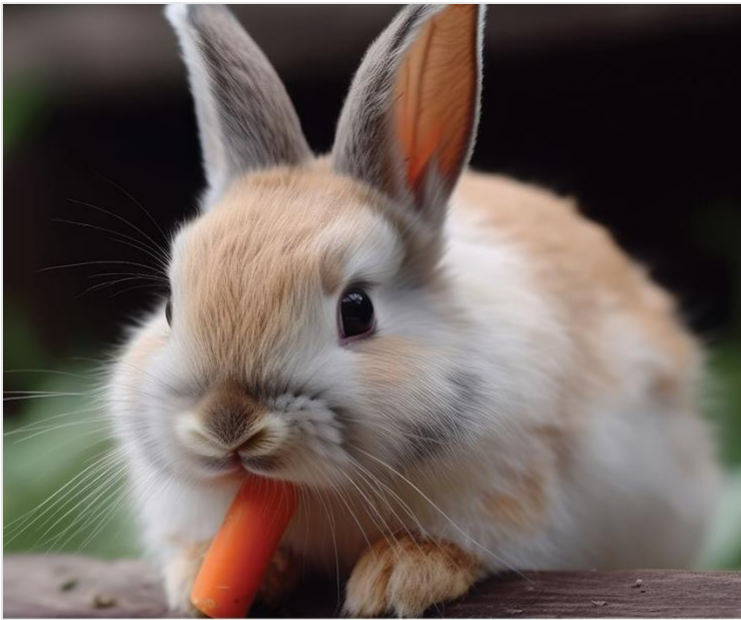
**butterfly**



**hedge**



**grasshopper**



**nibble**



**waterproof**





# Read Aloud: *A Hat for Minerva Louise*

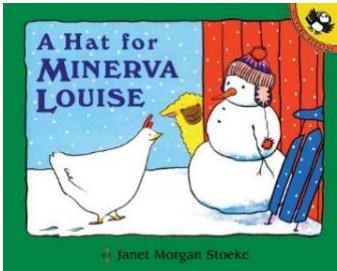
Standard Connection:  
ELA.RL.PK4.1-7,9-10  
ELA.SL.PK4.1-4, 6  
ELA.L.PK4.1. 1c.4, 6

## Enduring Understanding(s):

- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li><i>A Hat for Minerva Louise</i></li> <li>vocabulary word picture cards</li> </ul>	<p><b>boot:</b> a heavy shoe</p> <p><b>exploring:</b> walking around to look at things</p> <p><b>flowerpot:</b> a container for flowers</p> <p><b>fluffy:</b> light and feathery</p> <p><b>garden hose:</b> a long tube used to water plants</p> <p><b>gloves:</b> clothing that covers each finger and the hand</p> <p><b>hen:</b> a female chicken that may lay eggs</p>	<p><b>hood:</b> a head covering attached to a coat or snowsuit</p> <p><b>nest:</b> a place where chickens and other birds lay eggs</p> <p><b>scarecrow:</b> clothes filled with straw, made to look like a person, to scare birds away from crops</p> <p><b>scarf:</b> a long piece of warm clothing worn around the neck</p> <p><b>shivering:</b> shaking with cold</p> <p><b>shed:</b> a small outdoor storage building</p>
Books		
		

First Read	
Preparation: Set up materials.	
<b>Children will:</b> <ul style="list-style-type: none"> <li>listen to a story read aloud</li> <li>demonstrate increasing levels of sustained and focused engagement</li> <li>show a steady increase in the number of words in listening vocabulary</li> <li>develop an understanding of main events</li> </ul>	
"The title of this book is <i>A Hat for Minerva Louise</i> . The author and illustrator is Janet Morgan Stoeke - she wrote the words and created the pictures."	<b>Show</b> front cover.
"The <b>hens</b> tucked their heads - put them under - their wings."	p. 3
"Minerva Louise wanted to <b>explore</b> - she wanted to walk around and look at things."	p. 4
"Minerva Louise is <b>shivering</b> - these wiggly black lines show that she is shaking from the cold."	p. 6
"Minerva Louise is talking to a <b>scarecrow</b> - it looks like a person, but the clothes are filled with straw. It's meant to scare crows away, so they won't eat the farmer's crops."	p. 7

"Minerva Louise thought this was a <b>scarf</b> , but it was really a <b>garden hose</b> - a long tube for watering plants."	p. 9
"She thought these were shoes, but they are really <b>gloves</b> - for covering hands."	p. 10
"This fits over Minerva Louise's head like a hat, but it is really a <b>flowerpot</b> - a container for planting flowers."	p. 12
"Minerva Louise thought this <b>boot</b> - this heavy shoe - was a hat."	p. 13
"Minerva Louise thought that the trash can, the car, the post, the silo, and the light were all wearing hats, because they were all covered by snow."	p. 14
"She thought these were two hats, but they are two mittens attached by a string."	p. 18
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>• "Is Minerva Louise a real chicken? How do you know?"</li> <li>• "How is Minerva Louise similar to or different from the baby rabbits in <i>Rabbits &amp; Raindrops</i>?" (Guide children to notice how Minerva Louise and the baby rabbits were exploring.)</li> </ul>	

Second Read	
<b>Children will:</b> <ul style="list-style-type: none"> <li>• recall some main events when asked</li> <li>• link characters' basic emotions to their actions</li> <li>• use their own experiences to understand characters' feelings and motivations</li> <li>• express the main idea of a story or other text in a way that shows increasing understanding</li> </ul>	
"We read this story before. We know the title is... <i>A Hat for Minerva Louise</i> . Janet Morgan Stoeke is the author and illustrator."	<b>Show</b> cover of book, pausing for children to read title. <b>Underline author and illustrator.</b>
"Why do you think the other <b>hens</b> didn't like snowy days? Why would they keep their heads tucked under their wings?"	pp. 2-3 <b>Children respond.</b>
"How did Minerva Louise begin to feel after she went outside?"	p. 6 <b>Children respond.</b>
"Seeing the <b>scarecrow</b> gave Minerva Louise an idea. What did she think of?"	p. 7 <b>Children respond.</b>
"What did she try to find first?"	pp. 8-9 <b>Children respond.</b>
"Then she thought she found a pair of....?"	p. 10 <b>Children respond.</b>



"What did she think she saw on the shelf?"	p. 11 <b>Children respond.</b>
"What did she think this <b>boot</b> could be?"	p. 13 <b>Children respond.</b>
"Why did Minerva Louise think the car and the trash can were wearing hats?"	p. 15 <b>Children respond.</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>• "Why did the sheep follow Minerva Louise as she walked around the farm?"</li> <li>• "How did the other hens feel about Minerva Louise's 'hat' when she returned to the hen house? How do you know?"</li> </ul>	

### Third Read

#### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

#### Discussion Question(s):

- "How is Minerva Louise similar to or different from Peter in *The Snowy Day*?"
- "How was the way Minerva Louise prepared for winter weather similar to or different from how other animals prepare for winter?"

### Fourth Read

#### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

#### Discussion Question(s):

- "Does the sheep feel the same way about Minerva Louise as the other hens do? How do you know?"
- "On p. 14, Minerva Louise walks by several hats, but she doesn't seem to notice them. Why?"



## Vocabulary Cards: *A Hat for Minerva Louise*



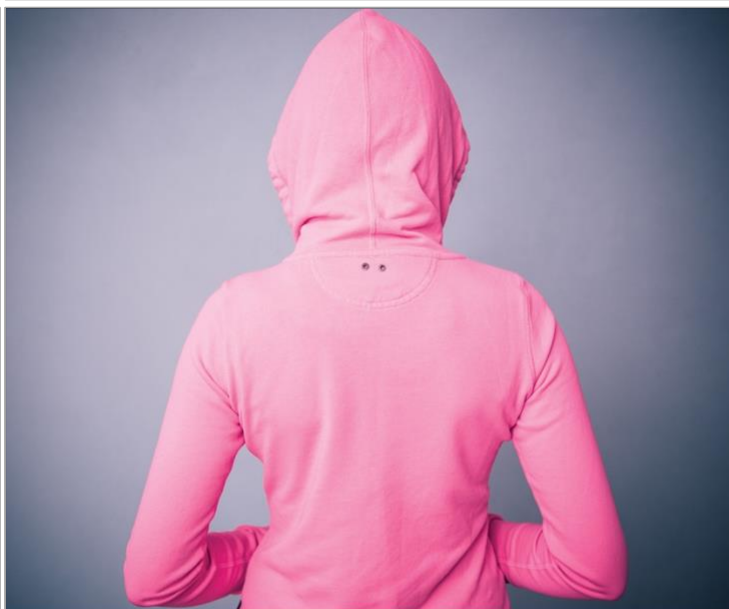
**nest**



**scarf**



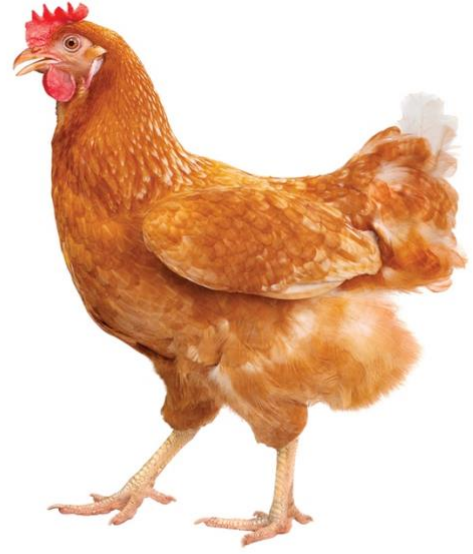
**boot**



**hood**



**scarecrow**



**hen**



**gloves**



**shed**





**fluffy**



**exploring**



**flower pot**



**garden hose**



**shivering**



# Read Aloud: *The Snowy Day*

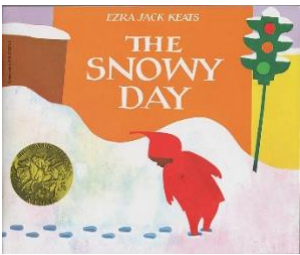
Standard Connection:  
ELA.RL.PK4.1-7,9-10  
ELA.SL.PK4.1-4, 6  
ELA.L.PK4.1. 1c.4, 6

## Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li><i>The Snowy Day</i></li> <li>vocabulary word picture cards</li> </ul>	<p><b>adventures:</b> interesting experiences</p> <p><b>dragged:</b> pulled along</p> <p><b>dream:</b> thoughts you have in your sleep</p> <p><b>footprints:</b> prints made by feet</p> <p><b>melt:</b> turn to liquid/water</p> <p><b>morning:</b> the first part of the day</p> <p><b>path:</b> a narrow space where you can walk</p>	<p><b>slid:</b> slipped along smoothly</p> <p><b>smack:</b> hit in a quick, sharp way</p> <p><b>stick:</b> small branch</p> <p><b>tomorrow:</b> the day after today</p> <p><b>tracks:</b> marks made in snow or on the ground where a person or animal has walked</p>
Books		
		

First Read		
Preparation: Set up materials.		
<b>Children will:</b> <ul style="list-style-type: none"> <li>listen to a story read aloud</li> <li>demonstrate increasing levels of sustained and focused engagement</li> <li>show a steady increase in the number of words in listening vocabulary</li> <li>develop an understanding of main events</li> </ul>		
“The title of this book is <i>The Snowy Day</i> . Ezra Jack Keats is the author and the illustrator - he wrote the words and created the pictures.”	Show front cover.	
“Peter lives high up in an apartment building. He sees the rooftops of buildings when he looks out the window. On this <b>morning</b> , he sees snow because it snowed during the night.”	p. 2	
“There is a <b>path</b> - a narrow space that is clear for walking - on the sidewalk. This <b>path</b> is narrow because of all the snow.” “We can see Peter’s <b>footprints</b> - the <b>tracks</b> he makes with his feet in the snow.”	p. 4	
“Here are <b>tracks</b> , lines in the snow, that Peter made. He wasn’t walking; he was <b>sliding</b> his feet through the snow. <b>Sliding</b> means he <b>dragged</b> - pulled his feet - instead of picking them up to take steps.”	p. 7-8	



"Peter is holding a <b>stick</b> - a small branch from a tree. He used it to make <b>tracks</b> , and now he's going to <b>smack</b> , or hit, the tree."	p. 9-10
"Here, Peter is making more <b>footprints</b> . He isn't <b>dragging</b> or <b>sliding</b> his feet now. He's picking up his feet and walking."	pp. 11-12
"The mountain of snow made a good <b>slide</b> . A <b>slide</b> is smooth and slippery, and so is snow. Peter <b>slid</b> right down."	pp. 17-18
"Peter wants to keep his snowball for <b>tomorrow</b> - the next day."	p. 19
"Peter had lots of <b>adventures</b> - interesting experiences. He made <b>tracks</b> , he made a snowman and snow angels, and he climbed a snow mountain."	p. 20
"Peter was worried that the snow <b>melted</b> - turned into water. Luckily for Peter, it was just a <b>dream</b> - a thought that he had while he was sleeping."	pp. 25-26
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>"Peter looked for his snowball in his pocket before he went to bed, but he couldn't find it. What happened to his snowball?"</li> <li>"How is the story about Peter in <i>The Snowy Day</i> similar to or different from the stories about Peter in <i>A Letter to Amy</i> or <i>Peter's Chair</i>?"</li> </ul>	

Second Read	
<b>Children will:</b> <ul style="list-style-type: none"> <li>recall some main events when asked</li> <li>link characters' basic emotions to their actions</li> <li>use their own experiences to understand characters' feelings and motivations</li> <li>express the main idea of a story or other text in a way that shows increasing understanding</li> </ul>	
"We read this story before, so you know the title is... <i>The Snowy Day</i> ."	<b>Show</b> cover of book, pausing for children to read title. <b>Underline</b> author and illustrator.
"What did Peter see when he looked out the window?"	pp. 1-2 <b>Children respond.</b>
"How did Peter get ready to go outside?"	pp. 3-4 <b>Children respond.</b>
"How did Peter make these <b>tracks</b> in the snow? They look different from the <b>footprints</b> ."	pp. 7-8 <b>Children respond..</b>
"What did he do after he made <b>tracks</b> with his feet?"	pp. 9-10 <b>Children respond.</b>

“Do you think Peter liked having the snow fall on his head? Why or why not?”	p. 11 <b>Children respond.</b>
“What did Peter do instead of joining the snowball fight?”	pp. 15-18 <b>Children respond.</b>
“What did Peter do with the snow when he returned home?”	p. 19 <b>Children respond.</b>
“How did Peter’s socks get wet?”	p. 20 <b>Children respond.</b>
“Peter looked in his pocket for his snowball. What happened?”	p. 23 <b>Children respond.</b>
“How did Peter feel when he saw that the snow had not <i><b>melted</b></i> away? How do you know?”	p. 26 <b>Children respond.</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>• “Peter put a snowball in his pocket, and it melted. Where would have been a better place for him to keep his snowball so it didn’t melt?”</li> <li>• “At the end of the story, it says that Peter went outside to play in the snow with his friend. What do you think Peter and his friend played in the snow together?”</li> </ul>	

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- “The story says that Peter knew he wasn’t old enough to join the big boys in their snowball fight. How did he know he wasn’t old enough?”
- “When Peter took his bath, he thought and thought about his adventures in the snow. What do you think he was thinking about his adventures?”

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

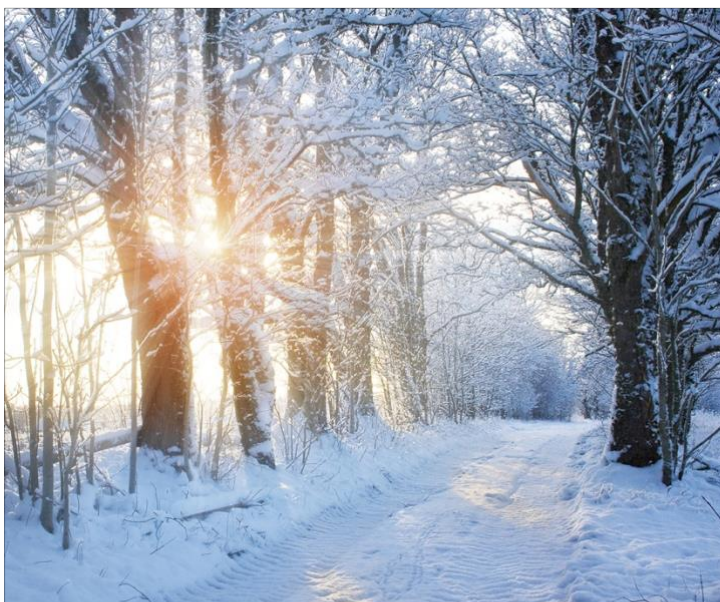
With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- “How are the illustrations in *The Snowy Day* similar to or different from the illustrations in *A Hat for Minerva Louise*?”
- “In *Peter’s Chair* and *A Letter to Amy*, we could see Peter’s dog, Willie. We couldn’t see Willie in *The Snowy Day*. Why do you think Willie wasn’t in *The Snowy Day*?”



# Vocabulary Cards: *The Snowy Day*



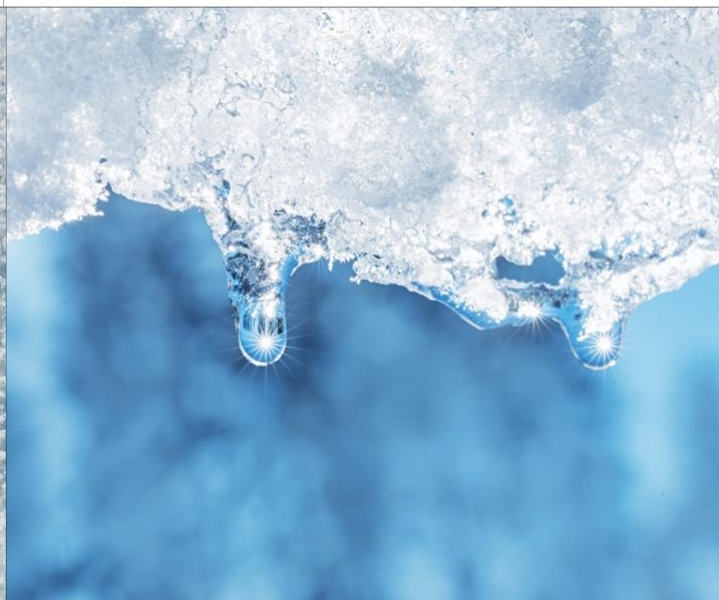
**path**



**tracks**



**footprint**



**melting**





**stick**



**morning**



**adventures**



**slid**



**tomorrow**



**smack**



**dream**



**dragged**





# Small Groups:

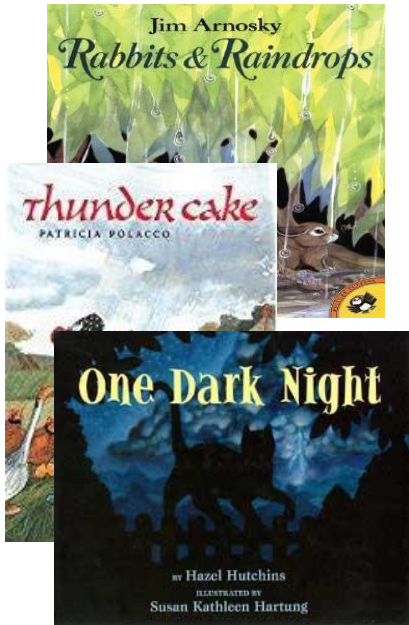
## Adult and Baby Animals Matching Game (*Independent*)

**Enduring Understanding(s):**

- Living things often depend on each other for shelter and protection.

**Essential Question(s):**

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary		Books
<ul style="list-style-type: none"><li><i>Rabbits &amp; Raindrops</i></li><li><i>One Dark Night</i> (or <i>Thunder Cake</i>)</li><li>adult and baby animal images matching cards (see Resource)</li><li>animal families (see Resource)</li></ul>	<b>Adult Animal:</b>	<b>Baby Animal:</b>	
	bear	cub	
	dog	puppy	
	cheetah	cub	
	chicken	chick	
	hedgehog	pup	
	cat	kitten	
	rabbit	kit	
	cow	calf	
	duck	duckling	
	elephant	calf	

### Procedure

**Preparation:** This is a variation of the Baby Animal Memory Game. Print out, mount on cardstock, and laminate images. Set cards face down in two sections on the table - one section with images of adult animals and the other section with images of baby animals.

**Procedure:** Show illustrations from *One Dark Night* (or *Thunder Cake*) and *Rabbits & Raindrops*. Show images of adult and baby animals, naming each. Model game. Compare and contrast animals that have similar baby animals' names (a baby rabbit is a *kit*; a baby cat is a *kitten*).



# Small Groups:

## Adult and Baby Animal Matching - RECORD SHEET



Turns over  
2 cards.



Turns over 2 cards and  
compares/contrasts images  
(with teacher support).



Turns over 2 cards, compares/contrasts  
independently, and uses appropriate  
vocabulary (cub/bear).

<b>Child:</b>	<b>Child:</b>
<b>Strategies/scaffolds:</b>	<b>Strategies/scaffolds:</b>
<b>Next Steps:</b>	<b>Next Steps:</b>

<b>Child:</b>	<b>Child:</b>
<b>Strategies/scaffolds:</b>	<b>Strategies/scaffolds:</b>
<b>Next Steps:</b>	<b>Next Steps:</b>

<b>Child:</b>	<b>Child:</b>
<b>Strategies/scaffolds:</b>	<b>Strategies/scaffolds:</b>
<b>Next Steps:</b>	<b>Next Steps:</b>

<b>Child:</b>	<b>Child:</b>
<b>Strategies/scaffolds:</b>	<b>Strategies/scaffolds:</b>
<b>Next Steps:</b>	<b>Next Steps:</b>



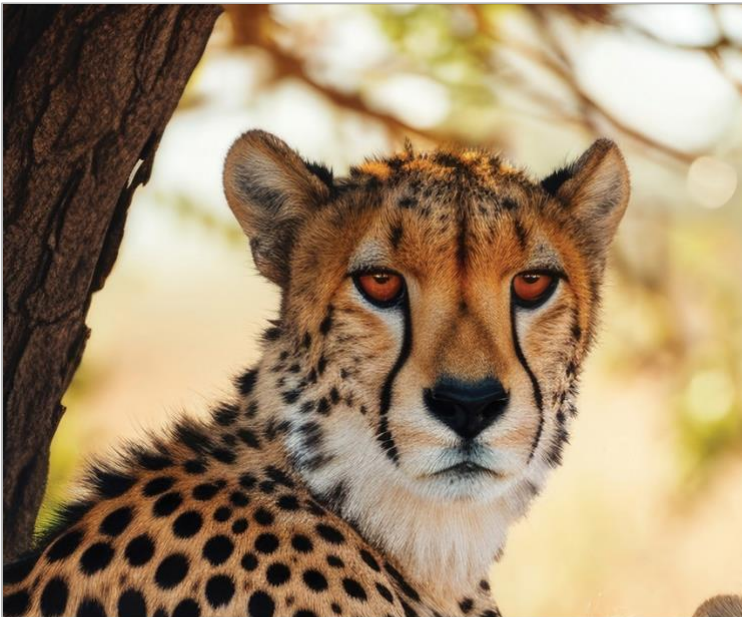
## Small Groups: Adult & Baby Animal Matching



**bear**



**cub**



**cheetah**



**cub**





**cat**



**kitten**



**rabbit**



**kit**



**elephant**



**calf**



**hedgehog**



**pup**





**chicken**



**chick**



**dog**



**puppy**



**cow**



**calf**



**duck**



**duckling**





UNIT 3: WIND AND WATER / WEEK 4

Standard Connection:  
ELA.SL.PK4.1a, ELA.RL.PK4.10  
S.LS.PK4.2, PD.SHS.PK4.5

## Small Groups:

Adult and Baby Animal Matching - **RESOURCE**

# Animal Babies and Their Families













# Small Groups:

## Clay Sculptures (*High Support*)

Standard Connection:

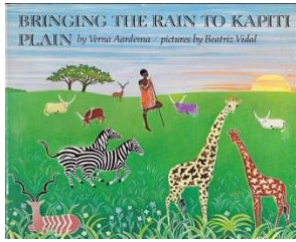
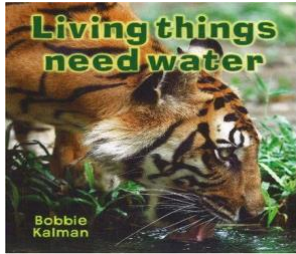
ELA.RL.PK4.3  
ELA.SL.PK4.3  
S.PS.PK4.2  
S.PS.PK4.3  
SS.FC.PK4.6a  
VA.CN10.1.PK  
PD.FM.PK4.2  
PD.FM.PK4.3

### Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

### Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Bringing the Rain to Kapiti Plain</i></li> <li><i>Living Things Need Water</i></li> <li>clay</li> <li>prepared slip</li> <li>water</li> <li>trays</li> <li>plastic knives, forks, spoons</li> <li>dish pan or bucket for washing hands</li> <li>placemats</li> <li>smocks</li> <li>Score and Slip visual support (see Resource)</li> <li>toothpicks</li> <li>Beautiful Stuff</li> <li>paper</li> <li>clipboards</li> <li>writing utensils</li> <li>images of animal sculptures (see Resource)</li> </ul>	<p><b>knead:</b> press, fold, and stretch</p> <p><b>score:</b> mark with a tool like a knife</p> <p><b>sculpture:</b> a type of 3D art</p> <p><b>pinch:</b> squeeze between two fingers</p> <p><b>slab:</b> roll clay into flat sheets</p> <p><b>coil:</b> twist a long piece into rings</p> <p><b>slip:</b> water/dry clay mixture used with clay</p>	 

## Procedure

**Preparation:** Create small 2-inch balls of clay. Create 'slip' in cups or bowls by mixing dry clay with lukewarm water. Use trays/placemats to define the workspace.

**Procedure:** Show children's illustrations from *Bringing the Rain to Kapiti Plain* and *Living Things Need Water*. Discuss how people and animals need water to survive. Discuss how water can also be used to create art (watercolors, crayon resist, etc.).

Discuss children's experience with Small Groups *Experimenting with Clay*. Show images of clay sculptures. Encourage children to create sculptures inspired by the images and illustrations.

**(Important:** Have children rinse hands in a bucket of water before using the sink. If clay goes down the sink drain, it can cause a clog.)





# Small Groups:

## Clay Sculptures - RECORD SHEET



Explores clay with hands.



Explores clay using hands and tools; uses 'score and slip' technique.



Explores clay using hands and tools, uses 'score and slip' technique, and verbalizes the process.

<b>Child:</b>	<b>Child:</b>
<b>Strategies/scaffolds:</b>	<b>Strategies/scaffolds:</b>
<b>Next Steps:</b>	<b>Next Steps:</b>

<b>Child:</b>	<b>Child:</b>
<b>Strategies/scaffolds:</b>	<b>Strategies/scaffolds:</b>
<b>Next Steps:</b>	<b>Next Steps:</b>

<b>Child:</b>	<b>Child:</b>
<b>Strategies/scaffolds:</b>	<b>Strategies/scaffolds:</b>
<b>Next Steps:</b>	<b>Next Steps:</b>

<b>Child:</b>	<b>Child:</b>
<b>Strategies/scaffolds:</b>	<b>Strategies/scaffolds:</b>
<b>Next Steps:</b>	<b>Next Steps:</b>



# Small Groups:

## Clay Sculptures - RESOURCE

### High Support

Standard Connection:

ELA.RL.PK4.3

ELA.SL.PK4.3

S.PS.PK4.2

S.PS.PK4.3

SS.FC.PK4.6a

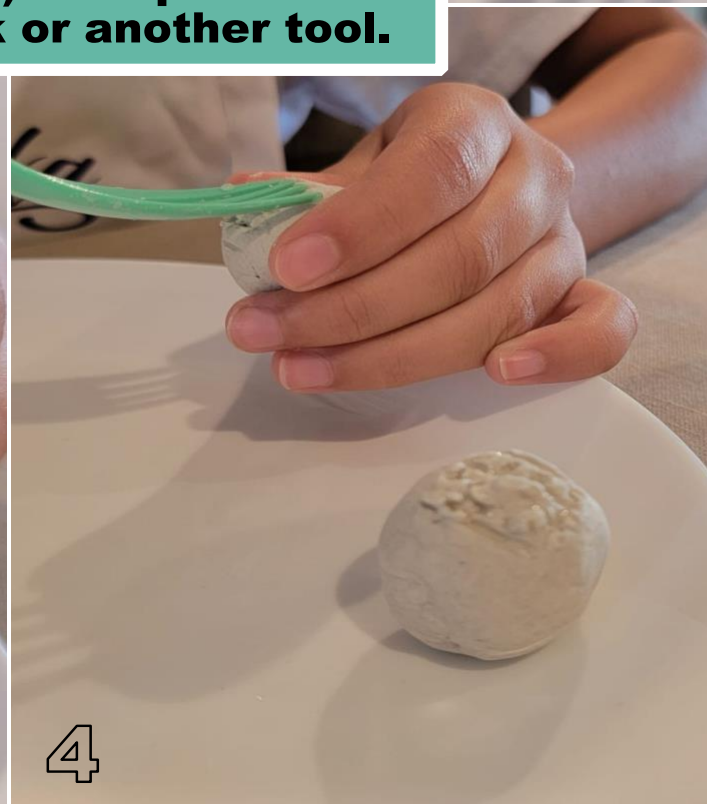
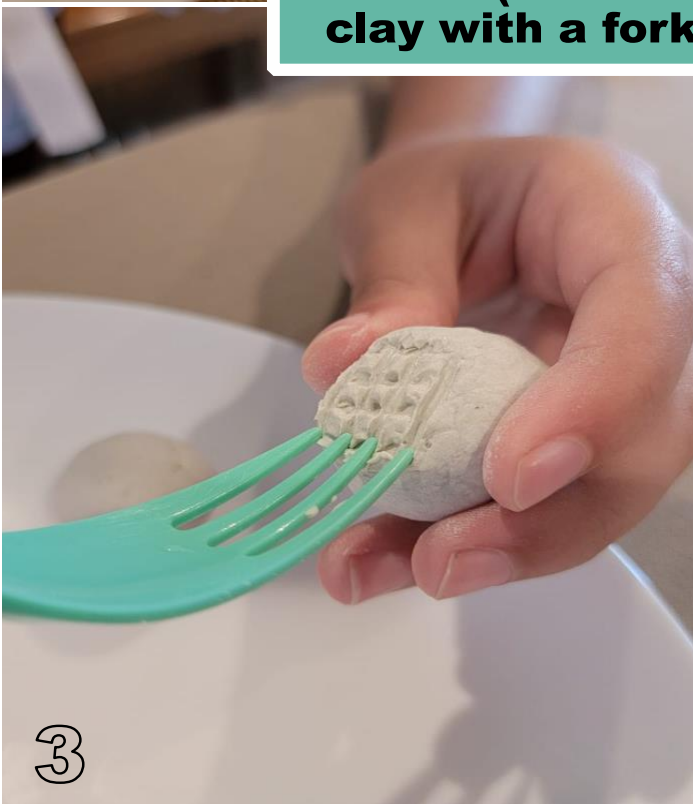
VA.CN10.1.PK

PD.FM.PK4.2

PD.FM.PK4.3



**Score (scratch) both pieces of clay with a fork or another tool.**





**Apply slip with fork and press both scored areas together to attach.**







UNIT 3: WIND AND WATER / WEEK 4

# Small Groups:

## Clay Sculptures - RESOURCE

Standard Connection:

ELA.RL.PK4.3

ELA.SL.PK4.3

S.PS.PK4.2

S.PS.PK4.3

SS.FC.PK4.6a

VA.CN10.1.PK

PD.FM.PK4.2

PD.FM.PK4.3







# Let's Find Out About It Ice Melting

Standard Connection:

ELA.RI.PK4.1

ELA.L.PK4.5

S.PS.PK4.2

S.T.PK4.1

PD.FM.PK4.2

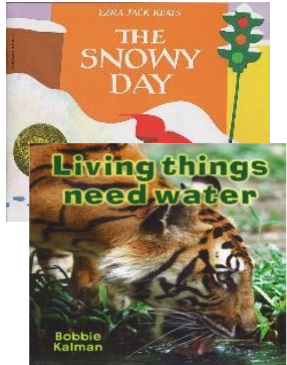
PD.FM.PK4.4

## Enduring Understanding(s):

- Gathering information helps us make decisions.

## Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary			Books
<ul style="list-style-type: none"> <li><i>The Snowy Day</i></li> <li><i>Living Things Need Water</i></li> <li>ice cubes</li> <li>snow</li> <li>hairdryer</li> <li>tray</li> </ul>	<p><b>solid:</b> a firm shape</p> <p><b>liquid:</b> fluid that flows</p> <p><b>melt:</b> when a solid turns into a liquid</p> <p><b>warm:</b> not cold and not hot</p>	<p><b>heat:</b> making warm</p> <p><b>ice:</b> frozen liquid</p> <p><b>snow:</b> white flakes made from water</p> <p><b>investigate:</b> to look at carefully</p>	<p><b>experiment:</b> to try something out</p> <p><b>hypothesis:</b> your best guess</p> <p><b>conclusion:</b> the end</p>	

## Let's Find Out About It:

**Preparation:** *Set up materials.*

"In <i>The Snowy Day</i> , Peter put a <b>snow</b> ball in his pocket before he went into his <b>warm</b> house."	<b>Show</b> illustration.
"When he looked in his pocket later, the <b>snow</b> ball was gone."	<b>Show</b> illustration.
"What happened to Peter's <b>snow</b> ball?"	<b>Children respond.</b>
"Today, we will do an <b>experiment</b> with something similar to <b>snow</b> . It is called <b>ice</b> . What does <b>ice</b> feel like?"	<b>Pass</b> an ice cube around the circle. <b>Let</b> the children feel it with their hands. <b>Children respond.</b>
" <b>Ice</b> is very cold. As we passed the <b>ice</b> around the circle, did anybody notice anything on their hands?"	<b>Guide</b> the children to notice that their hands are probably wet. <b>Children respond.</b>
"Why are our hands wet?"	<b>Children respond.</b>

<p>“Our <b>experiment</b> today is to see what happens when I use this hairdryer to blow air on the <b>ice</b> cube.”</p>	<p><b>Turn</b> on the hairdryer and <b>move</b> around the circle, blowing warm air on the children's hands. <b>Guide</b> children to understand that in contrast to the cold ice, the air from the hairdryer feels warm.</p>
<p>“How does the air from the hairdryer feel?”</p>	<p><b>Children respond.</b></p>
<p>“What do you think will happen if I blow <b>warm</b> air from the hairdryer on the cold <b>ice</b>? What is your <b>hypothesis</b> - your best guess?”</p>	<p><b>Children respond.</b></p>
<p>“What happened to the <b>ice</b> cube? Yes, it <b>melted</b>. We can make the <b>conclusion</b> that when the <b>ice</b> gets <b>warm</b>, it <b>melts</b>. There are different forms of water. The <b>ice</b> cube was <b>solid</b> water, and now, after it <b>melted</b>, it is <b>liquid</b> water.”</p>	<p><b>Place</b> another ice cube on a tray and <b>use</b> the hairdryer to blow warm air on the ice cube until it begins to melt.</p>





## UNIT 3: WIND AND WATER / WEEK 4

# Let's Find Out About It

## Preparing for the Showcase of Learning

Standard  
Connection:  
ELA.SL.PK4.5  
ELA.W.PK4.1b  
S.ES.PK4.1  
S.ES.PK4.2  
SS.FC.PK4.1  
SS.FC.PK4.6b  
PD.FM.PK4.4  
PD.SHS.PK4.1  
VA.RE9a.1.PK  
VA.CN10.1.PK

### Enduring Understanding(s):

- Gathering information helps us make decisions.

### Essential Question(s):

- How do living things work together to solve problems and accomplish goals?
- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Rabbits &amp; Raindrops</i></li> <li><i>A Hat for Minerva Louise</i></li> <li><i>The Snowy Day</i></li> <li><i>Gilberto and the Wind</i></li> <li><i>One Dark Night</i> (or <i>Thunder Cake</i>)</li> </ul>	<p><b>curate:</b> carefully choose work to show</p> <p><b>demonstrate:</b> to show</p> <p><b>showcase:</b> a place where things are displayed</p> <p><b>exhibit:</b> display of work</p> <p><b>information:</b> facts</p>	

## Let's Find Out About It:

**Preparation:** Select children's work from each week of the unit, particularly work that demonstrates growth and/or depth in understanding of concepts. Select work by individuals and groups. Gather materials in the whole group meeting area.

"We learned about wind, water, and animals and their habitats in <i>The Snowy Day</i> , <i>Gilberto and the Wind</i> , <i>One Dark Night</i> (or <i>Thunder Cake</i> ), <i>Rabbits &amp; Raindrops</i> , and <i>A Hat for Minerva Louise</i> . What do you notice?"	Show books. Children respond.
"We will share <b>information</b> with friends and families in a <b>Showcase</b> of Learning. The <b>Showcase</b> of Learning will be a collection of work that <b>demonstrates</b> - shows - what you have learned. What do you notice about this work? What <b>information</b> does it give someone?"	Children respond.
"Here are images of <b>exhibits</b> - displays of work. What do you notice?"	Show children's work. Children respond.
"Today in Creative Arts, collaborate with friends to <b>curate</b> - choose carefully - your work and decide how you will <b>exhibit</b> it?"	Show images. Children respond.



UNIT 3: WIND AND WATER / WEEK 4

# Let's Find Out About It

Preparing for the Showcase of Learning

Standard Connection:

ELA.SL.PK4.5

ELA.W.PK4.1b

S.ES.PK4.1

S.ES.PK4.2

SS.FC.PK4.1

SS.FC.PK4.6b

PD.FM.PK4.4

PD.SHS.PK4.1

VA.RE9a.1.PK

VA.CN10.1.PK









# Let's Find Out About It

## Winter Activities

Standard Connection:

ELA.RI.PK4.8

ELA.L.PK4.4a

S.ES.PK4.1

SS.HE.PK4.2


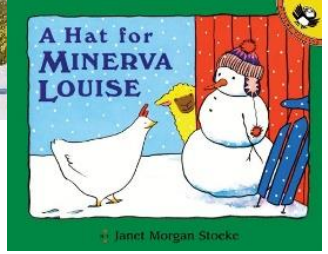
PD.FM.PK4.5

### Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

### Essential Question(s):

- How do you develop the skills, strategies, and capacities to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>The Snowy Day</i></li> <li><i>A Hat for Minerva Louise</i></li> <li>images of snow activities (see Resource)</li> </ul>	<p><b>ski:</b> a way to move in the snow using long, narrow pieces of wood worn on the feet</p> <p><b>sled:</b> a type of vehicle that moves on the snow</p> <p><b>snowman:</b> a figure made of snow to look like a person</p> <p><b>ice skate:</b> shoes with a sharp blade worn to glide on ice</p> <p><b>snowshoe:</b> a frame attached to shoes to help walk on thick snow</p> <p><b>tracks:</b> a mark(s) on the ground left by an animal or human</p>	 

## Let's Find Out About It:

**Preparation:** Set up images and materials in the whole group meeting area.

"In <i>The Snowy Day</i> , Peter had fun in the snow. He made <b>tracks</b> with a stick, he made a <b>snowman</b> , he made snow angels, and he slid down a big hill."	Show illustrations.
"Here are some other people <b>sledding</b> ."	Show images.
" <b>Skiing</b> is another way people have fun in the snow. People wear special boots and attach <b>skis</b> to their feet. When they slide their <b>skis</b> through the snow, they make <b>tracks</b> like Peter did when he dragged the stick through the snow."	Continue to show images.
"People also <b>snowshoe</b> in the snow. <b>Snowshoes</b> help people walk on top of the snow instead of sinking down into the snow and getting wet and cold."	Continue to show images.
"People <b>ice skate</b> , too. They wear <b>ice skates</b> on their feet to help them glide on the ice. They can <b>ice skate</b> inside or outside."	Continue to show images.
"What are some things you like to do in the winter?"	Children respond.





UNIT 3: WIND AND WATER / WEEK 4

# Let's Find Out About It

## Winter Activities - RESOURCE

Standard Connection:

ELA.RI.PK4.8

ELA.L.PK4.4a

S.ES.PK4.1

SS.HE.PK4.2

PD.FM.PK4.5



PEOPLE  
SNOWSHOE



PEOPLE  
SKI





PEOPLE  
SLED





# PEOPLE ICE SKATE



# Winter Stories

Naming Words		Action Words	Describing Words
snowman snowplow scarecrow sled (other words on the cards)	boots snowball slope pile	exploring shivering tucking	heavy fluffy steep slippery
		sledding slide trudge	

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Ask Open-Ended Question + Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
“What is happening in your story?” (If no response, describe what you see.) “I see that you have drawn a snowman and a boy with big, heavy boots standing in some fluffy-looking snow. What is the boy doing?” (If the child responds, ask if you can write it on another piece of paper or below the picture.)
- **Use Self-Talk (describe what you are doing):**  
“I am going to write a story about a boy who went sledding down a steep, slippery slope. My first sentence will be, ‘One day, a boy named (use a child’s name from the group) decided to go sledding on the giant pile of snow that the snowplow had made at the end of his street.’”

### Connection to Text:

“In the book, *A Hat for Minerva Louise*, the hens in the hen house were tucking their heads under their wings to keep warm. If your hands were cold, where could you tuck your hands?”

### Non-Immediate Events:

“When I was a little girl, I liked to go sledding. We would climb up the hill slowly and then slide down fast on our sleds and then trudge back up the hill again. What would you like to do in the snow?”



# Settings Inspired by Books

Naming Words	Action Words	Describing Words
blocks foundation building structure	knock down crash stackcollapse topple planning	tall on top of in front of solidwide beside wooden identical

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Modeling + Mix of Closed- and Open-Ended Questions:**
  - “It looks like you want to knock down your tall building. Let’s make sure everyone is safe, and then you can collapse it. What could you say to keep everyone safe?” (Pause for response; if no response, then continue.) “Do you want to say, ‘move back’ or ‘watch out?’”
  - “Crash! The building toppled over. What are you planning to do now?” (Pause for a response; if no response, then continue.) “Do you want to stack the blocks again or put away the blocks?”
- **Use Self-Talk (describe what you are doing):**

“I am trying to build a structure that won’t collapse easily. I am making a very wide foundation to begin. I’m going to put this long block beside this first one. They are the same size, they are identical. Maybe with another one just like it, all together, the blocks will make a strong solid base. Now, I can stack the other blocks on top of the foundation.”
- **Expand Children’s Comments:**

**Child:** “My tower crashed down.”

**Teacher:** “Your tall tower crashed down. It collapsed and fell!”

### Non-Immediate Events:

“I remember the structure that you built yesterday. It had lots of rooms and many doors. You even built a roof over some of the rooms by placing the flat, wooden pieces on top of the walls.”





# Clouds

Naming Words		Action Words		Describing Words	
precipitation	snow	adhere	design	cold	
cloud	weather	create	plan	wet	
rain	texture	depict	imagine	three-dimensional	
		experiment			

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
“Your cloud is very white and puffy. It looks like it is full of precipitation. What kind of cloud did you make?”
- **Use Self-Talk (describe what you are doing) + Model Prepositions:**  
“I am going to attach cotton balls to the top of my cloud, then I will attach yellow yarn to the bottom of my cloud to make lightning. Behind my cloud, I’m going to hide some black pieces of paper; they will be the thunder.”
- **Expand Children’s Comments:**  
**Child:** “I made a cloud.”  
**Teacher:** “You used white tissue paper, and you glued some cotton balls together to create a cloud.”

### Connection to Text:

“In the book, *The Snowy Day*, there were clouds in the sky when Peter went out to play in the snow. I wonder what materials we could use to create clouds like the ones depicted in the story?”

### Non-Immediate Events:

“When we go outside for recess today, let’s look and see what kinds of clouds we can see in the sky.”



# Showcase of Learning

Naming Words	Action Words	Describing Words
showcase exhibit performance reflection	review select reflect display perform	colorful decorative careful complete

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**

"I think I will select these drawings because they show that John was trying very hard to understand how to depict different kinds of clouds. What pieces of work do you think we should select?"

- **Use Parallel-Talk (describe what the child is doing) + Mix of Closed- and Open-Ended Questions:**

"I am going to attach cotton balls to the top of my cloud, then I will attach yellow yarn to the bottom of my cloud to make lightning. Behind my cloud, I'm going to hide some black pieces of paper; they will be the thunder."

- **Expand Children's Comments:**

**Child:** "That's pretty."

**Teacher:** "Yes. Tanya made a very colorful and decorative pattern!"

### Non-Immediate Events:

"This looks like real teamwork! Everyone is helping one another. Everyone is working together but doing something different to select work for our showcase. Remember when we were building roads together, we talked about friends helping each other and about the teamwork that is needed to build roads."



# Ice Melting

Naming Words	Action Words	Describing Words
treasure block of ice ice	freeze melt retrieve scrape	thaw refill squeeze  frozen hidden transparent

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question**

“Look at all those hidden treasures frozen inside the ice. You are working hard to retrieve the beads in the block of ice. It’s hard to get them out by scraping off a little ice at a time. You had a good idea - you poured a whole cup of warm water to melt the ice faster. What treasure are you going to melt out now?”

- **Use Self-Talk (describe what you are doing) + Closed-Ended Question:**

“I have squeezed out all of my water. I need to refill my empty squeeze bottle, so I can melt more ice. Should I fill the bottle with warm water or cold water?”

### Connection to Text:

“In the book, *The Snowy Day*, Peter looked in his pocket for the snowball, and his pocket was empty. Why did that happen?” (Pause for response.) “Yes, it melted. Where do you think we should put our blocks of ice for tomorrow to keep them from melting?”

### Non-Immediate Events:

“Tomorrow, there may be some new treasures in the blocks of ice. What new treasures would you like to find in the blocks of ice?”





# Pretending to Be Animals

Naming Words		Action Words	Describing Words
habitat kitten chick hen rooster	female male costume prop	pretend hop purr cluck peck nibble	soft warm active hungry tired

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what you are doing) + Open-Ended Question:**  
“You are dressing up like a rabbit so carefully. You put on some rabbit ears, and you created a rabbit tail. Where will you go once you’ve put on your rabbit costume?”
- **Use Self-Talk (describe what you are doing):**  
“I’m pretending to be a rabbit. I think I will nibble some clover. It tastes nice and sweet. Oh no! I felt a drop of rain on my nose! I’d better take shelter under a hedge.”

### Connection to Text:

“We’ve learned from our books that different animals move in different ways. Animals hop, animals walk, and animals can run.”

### Non-Immediate Events:

“I went to the zoo once, and I was able to see many different animals. When I was at the zoo, I wanted to pretend to be a tiger, a lion, and a giraffe. I growled and roared when I pretended to be a lion, and when I pretended to be a giraffe, I stretched my neck out really, really long.”



# Animal Research

Naming Words	Action Words	Describing Words
researcher data information meteorologist zoologist results graph fact	investigate explore revise report summarize analyze	non-fiction

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**  
“I see that you are reading a book about hurricanes. What are you learning?”
- **Ask an Open-Ended Question + Use Self-Talk (describe what you are doing):**  
“What is something interesting about alligators? I read in this book that alligators have very strong teeth.”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**  
“When I read this book about lizards, I had a lot of questions. I wonder what else I could do to find out more information about lizards?”

### Connection to Text:

“This book about tigers reminds me of *One Dark Night* because a tiger is a kind of big cat. This book about farm animals makes me think of the animals in the barn in *Thunder Cake*.”



# Animal Habitat Puzzles

Naming Words		Action Words	Describing Words
desert lizard camel snake penguin jaguar	arctic fox rainforest orangutan bear toucan	solve match rotate flip compare	same similar alike different

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
“I see you are holding a piece with the color brown on it. You are looking carefully to find another piece with brown on it.” (Wait for the child to make a selection.) “How did you find the piece you were looking for?”
- **Use Self-Talk (describe what you are doing):**  
“I have a puzzle piece with scales. Let’s see if I can find a similar piece. It looks like there may be another piece with scales over here. I can use it to make a lizard.”

### Connection to Text:

“Some of these animals remind me of animals we read about in our books. The penguin makes me think of the hens in *A Hat for Minerva Louise* and in *Thunder Cake*.”

### Non-Immediate Events:

“I wonder what would happen if these animals got all mixed up and switched their habitats. What would happen if the penguin lived in the rainforest? Or if the camel lived in the Arctic?”





# Pretending to Be Animals

Standard Connection:  
 ELA.SL.PK4.1  
 ELA.W.PK4.8  
 M.MD.PK4.2  
 S.ES.PK4.2b  
 SS.FC.PK4.6a  
 TH.CR2b.1.PK,  
 PD.FM.PK4.4,  
 PD.GM.PK4.5

## Enduring Understanding(s):

- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Rabbits &amp; Raindrops</i></li> <li><i>One Dark Night</i> (or <i>Thunder Cake</i>)</li> <li><i>A Hat for Minerva Louise</i></li> <li>Beautiful Stuff, including fabric</li> <li>natural materials (sticks, leaves, grass, rocks)</li> <li>boxes of different sizes</li> <li>images of animals (see Resource)</li> <li>children's <i>animal coverings</i> from Creative Arts</li> <li><i>documentation of animal habitats</i> from Blocks</li> </ul>	<p><b>behave:</b> act</p> <p><b>habitat:</b> where animals or people live</p> <p><b>hop:</b> a quick, short jump</p> <p><b>nibble:</b> take tiny bites</p>	

## Video Resources

### Rabbits:

[https://www.youtube.com/watch?v=zHLju\\_nwPJc&list=TLGGHiKf0DTCu9UxMTA1MjAyMw&t=2s](https://www.youtube.com/watch?v=zHLju_nwPJc&list=TLGGHiKf0DTCu9UxMTA1MjAyMw&t=2s)

### Chickens Hatching:

<https://www.youtube.com/watch?v=k3N5vtauDQU>

### Kittens and Cats Meowing:

[https://www.youtube.com/watch?v=nX1YzS\\_CYlw](https://www.youtube.com/watch?v=nX1YzS_CYlw)

## Intro to Centers

**Preparation:** Set up materials.

<p>"In <i>Rabbits &amp; Raindrops</i>, the rabbits <b>hopped</b> on the lawn and <b>nibbled</b> clover. In <i>One Dark Night</i>, the mother cat ran into Jonathan's house to take shelter from the rain. Or in <i>Thunder Cake</i>, the animals were safe and dry in the barn. In <i>A Hat for Minerva Louise</i>, Minerva Louise walked around the barnyard, trying on different things to keep warm. What do you notice?"</p>	<p><b>Show illustrations.</b> <b>Children respond.</b></p>
<p>"Animals <b>behave</b> - act - in different ways. How did their <b>habitats</b> - where they lived - affect the ways they <b>behaved</b>?"</p>	<p><b>Show illustrations.</b> <b>Children respond.</b></p>
<p>"Today in Dramatic Play, you can pretend to be animals using these materials. What do you notice?"</p>	<p><b>Show materials,</b> including child-made animal coverings and documentation of animal habitats. <b>Children respond.</b></p>

### **During Centers:**

Encourage children to use their animal research. Support children in acting out animal stories from Creative Writing. Encourage children to pretend to be animals in their animal habitats in Blocks. Encourage children to consider how the animal's covering is helpful to the animal in their habitat ("Is long, heavy fur a good covering in a snowy habitat? Why or why not?").

### **Guiding Questions During Centers:**

- How is the animal you are pretending to be similar to or different from the animals in *Rabbits & Raindrops/One Dark Night/Thunder Cake/A Hat for Minerva Louise*?
- How does your animal find shelter?
- How does your animal eat (nibble, chew, etc.)?
- How is your animal similar to or different from your friend's animal?
- How does your animal act if it is a predator/prey?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

- Take a field trip to the zoo or aquarium to observe animals.
- Encourage children to observe animal behavior/habitats when they are outside at recess (squirrels climbing trees, carrying acorns; birds flying, sitting on tree branches, etc.).
- Play a guessing game with one child acting out an animal and other children can guess what animal it is.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide props and/or visual supports to help children act like animals.



UNIT 3: WIND AND WATER / WEEK 3 - 4

# Pretending to Be Animals RESOURCE

Standard Connection:

ELA.SL.PK4.1

ELA.W.PK4.8

M.MD.PK4.2

S.ES.PK4.2b

SS.FC.PK4.6a

TH.CR2b.1.PK,

PD.FM.PK4.4,

PD.GM.PK4.5





# Animal Research

Standard Connection:

ELA.W.PK4.5

ELA.RL.PK4.4a

M.MD.PK4.2

S.LS.PK4.3

SS.OW.PK4.2

VA.CR1.1.PK

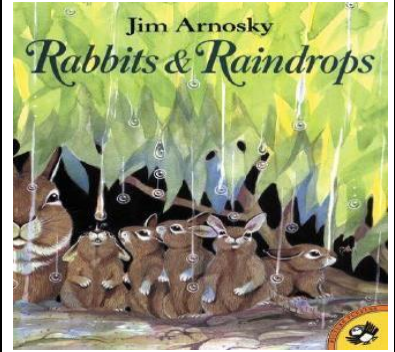
VA.CR2a.3.PK

## Enduring Understanding(s):

- Gathering information helps us make decisions.

## Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Rabbits &amp; Raindrops</i></li> <li>non-fiction expository texts about animals</li> <li>blank books</li> <li>clipboards</li> <li>paper</li> <li>sticky notes</li> <li>writing and drawing utensils</li> <li>samples of child-made cookbooks and/or children's <i>Weather Research</i> (U3, W1)</li> </ul>	<p><b>non-fiction:</b> provides real information</p> <p><b>researcher:</b> somebody who finds information about something</p> <p><b>information:</b> something you know</p> <p><b>zoologist:</b> a person who studies animals</p> <p><b>investigate:</b> find out about something</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Rabbits &amp; Raindrops</i> , there were trees, hedges, and other animals in the rabbits' habitat - where they lived. What do you notice?"	Show illustrations. Children respond.
"The rabbits' fur was not waterproof, so they took shelter under a hedge to protect them from the rain. How could we <b>investigate</b> - find out about - what else a rabbit needs protection from?"	Show illustrations. Children respond.
"Today in Library and Listening, you can be <b>zoologists</b> and <b>research</b> - find out about - rabbits and/or other animals. Record the <b>information</b> you find using these materials like you did when you <b>researched</b> recipes and weather."	Show materials. Show examples of children's research.
"For example, this book says a wolf is a predator - an animal that eats other animals - and a rabbit is one of its prey. What do you notice?"	Model finding a fact about an animal in a book. Point out features of a non-fiction book (table of contents, diagrams, etc.).



## **During Centers:**

Encourage children to collaborate in their research (one child writes facts, and another child creates illustrations). Encourage children to compare and contrast animals. Encourage children to use scientific illustrations (diagrams, graphs, etc.) to convey information. Compare and contrast photographs and drawings in non-fiction texts.

## **Guiding Questions During Centers:**

- What information did you find about a/an \_\_\_\_\_ (animal)?
- How is a zoologist similar to or different from a veterinarian/meteorologist?
- How will you use your research (in building animal habitats, writing animal stories, etc.)?
- How is the animal you are researching similar to or different from the rabbits in *Rabbits and Raindrops*?

## **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

## **Documentation:**

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

## **Provocation:**

Encourage children to present their research in multiple ways (acting out animal behaviors, creating a three-dimensional representation of an animal using Beautiful Stuff, etc.).

## **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically pair children who struggle with writing/drawing with students with more advanced skills.



# Animal Habitat Puzzles

Standard Connection:

ELA.RI.PK.4.4

ELA.L.PK.4.1e

M.MD.PK.4.2

S.LS.PK.4.3

SS.OW.PK.4.1

PD.FM.PK.4.1

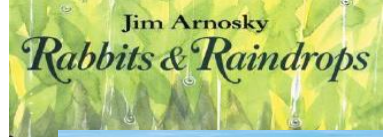
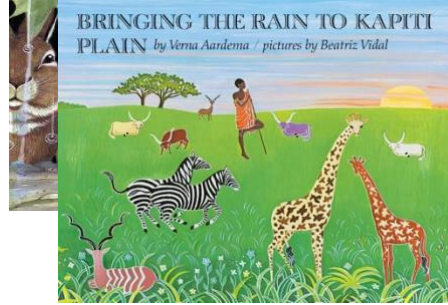
PD.SHS.PK.4.3

## Enduring Understanding(s):

- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Rabbits &amp; Raindrops</i></li> <li><i>Bringing the Rain to Kapiti Plain</i></li> <li>poster or tag board</li> <li>laminated animal habitat images (see Resource <b>OR</b> reuse puzzles from Unit 3, Week 3, Centers: <i>Animal Habitat Puzzles</i>)</li> <li>Zip-loc bags</li> <li>basket or box to store puzzles</li> <li>trays</li> </ul>	<p><b>grassland:</b> land filled with low-growing plants</p> <p><b>wild:</b> unruly</p> <p><b>part:</b> a section</p> <p><b>whole:</b> entire amount</p> <p><b>piece:</b> a small section</p> <p><b>solve:</b> to answer</p>	 

Intro to Centers	
<p><b>Preparation:</b> Print out and mount animal habitat images on poster/tag board. Laminate and cut pictures into puzzle pieces. Store each puzzle in a plastic zip bag. To keep puzzles organized, label each bag with a number and write the corresponding number on the back of each piece.</p> <p><i>Have trays available for children to use to define their workspace.</i></p> <p><b>Note:</b> Reuse puzzles from last week (Unit 3, Week 3, Centers: <i>Animal Habitat Puzzles</i>) if available.</p>	
<p>"In <i>Bringing the Rain to Kapiti Plain</i>, the animals lived on a <b>grassland</b> in the <b>wild</b>. What do you notice?"</p>	<p><b>Show</b> illustrations. <b>Children respond.</b></p>
<p>"Today in Puzzles (Manipulatives), you can <b>solve</b> puzzles of animals and their habitats - where they live. What do you notice?"</p>	<p><b>Show</b> a plastic bag with puzzle pieces. <b>Children respond. Model</b> putting a puzzle together on a tray.</p>
<p>"Let's see what animal and habitat this puzzle shows. This is an image of a _____ living in a _____ habitat. What do you notice?"</p>	<p><b>Children respond.</b></p>
<p>"When you are done with your puzzle, put the <b>pieces</b> back in the correct bag."</p>	<p><b>Model</b> gathering the pieces and putting them in the plastic zip bag.</p>

### **During Centers:**

Observe children as they assemble the puzzles. Notice and comment on strategies they use to solve the puzzle (if they put all the edge pieces together first). Encourage children to work together and support those who would rather work alone. Compare and contrast habitats.

### **Guiding Questions During Centers:**

- What was your strategy to solve your puzzle?
- What do you predict would happen if this animal lived in a different habitat?
- What habitat would you like to live in and why?
- What would people need to survive in this habitat?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Encourage children to create their own animal and habitat images that can then be mounted, laminated, and made into jigsaw puzzles. Encourage children to research different animals and their habitats.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, have a range of a number of puzzle pieces (cut some into five pieces, some into seven, etc.), so children can be appropriately matched with the level of challenge.



UNIT 3: WIND AND WATER / WEEK 3 - 4

# Animal Habitat Puzzles RESOURCE

Standard Connection:

ELA.RI.PK4.4

ELA.L.PK4.1e

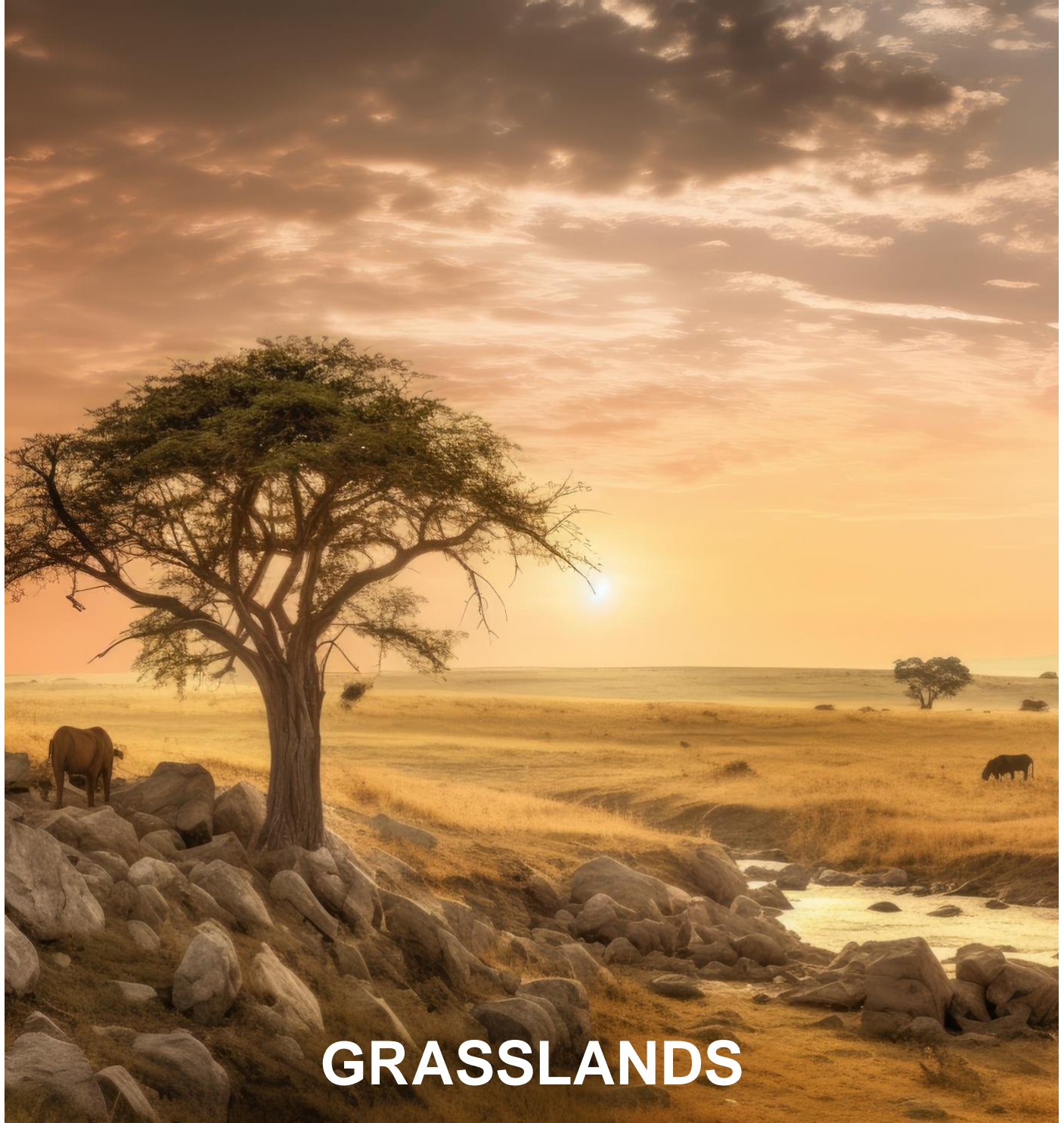
M.MD.PK4.2

S.LS.PK4.3

SS.OW.PK4.1

PD.FM.PK4.1

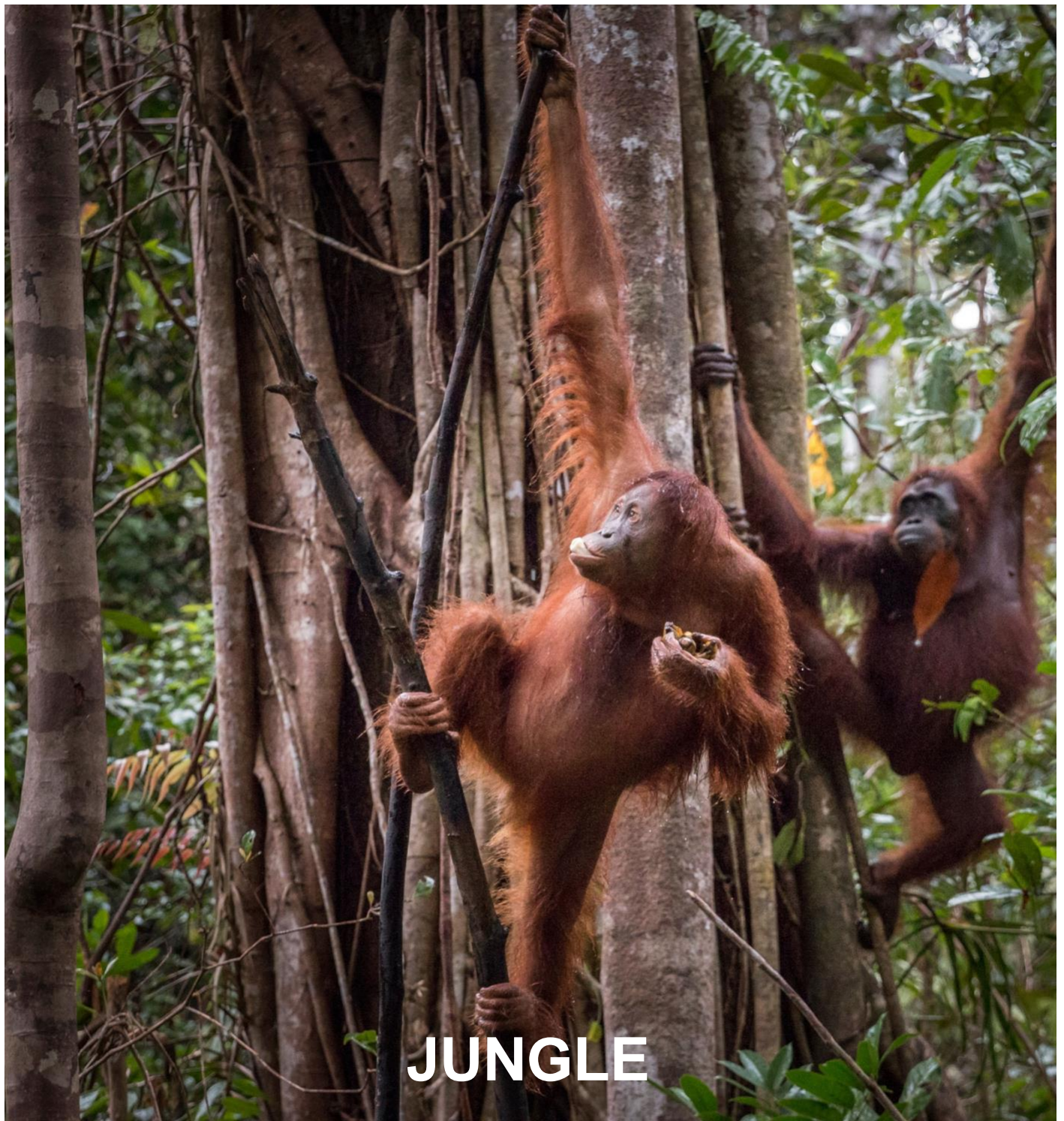
PD.SHS.PK4.3



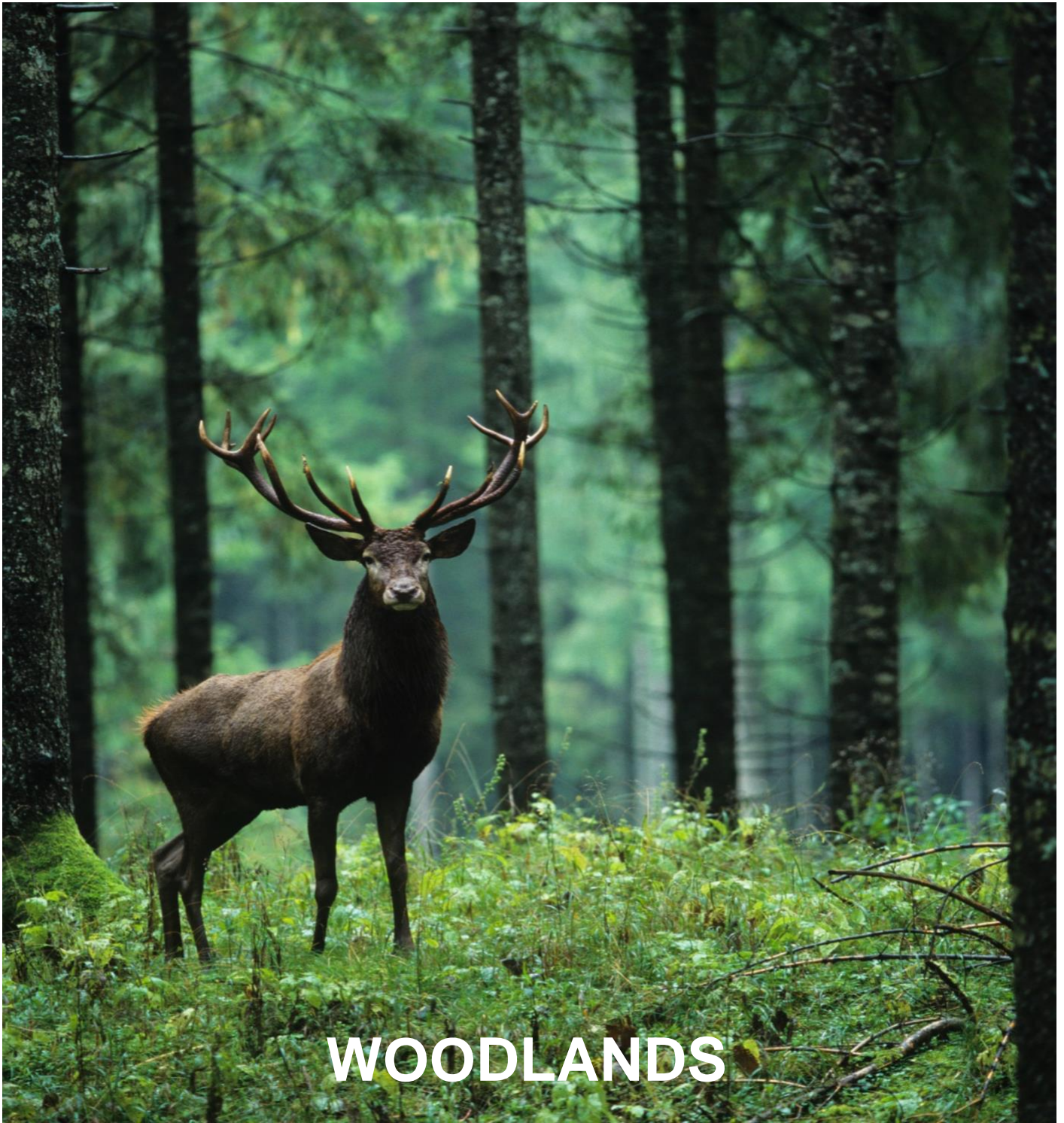




















# Settings Inspired by Books

Standard Connection:  
 ELA.RL.PK4.2  
 ELA.W.PK4.7  
 M.CC.PK4.1  
 M.CC.PK4.2  
 SS.HE.PK4.2  
 PD.FM.PK4.4  
 PD.FM.PK4.5

## Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>The Snowy Day</i></li> <li><i>Bringing The Rain to Kapiti Plain</i></li> <li><i>Gilberto and the Wind</i></li> <li><i>A Hat for Minerva Louise</i></li> <li>Beautiful Stuff</li> <li>images from unit books (the teacher can choose settings in each book to show during centers)</li> <li>paper</li> <li>clipboards</li> <li>writing and drawing utensils</li> </ul>	<p><b>setting:</b> where a story happens</p> <p><b>city:</b> a place where many people live close together</p> <p><b>farm:</b> an area of land used to grow crops or raise animals</p> <p><b>plain:</b> a grassy area with only a few trees</p>	

Intro to Centers		
Preparation: Set up materials.		
"In <i>A Hat for Minerva Louise</i> , the <b>setting</b> - where the story happens - is a <b>farm</b> . The <b>setting</b> for <i>Gilberto and the Wind</i> (or <i>Thunder Cake</i> ) is also a <b>farm</b> . What do you notice?"	Show illustrations. Children respond.	
"The <b>setting</b> in <i>The Snowy Day</i> is a <b>city</b> neighborhood."	Show illustrations.	
"In <i>Bringing the Rain to Kapiti Plain</i> , the <b>setting</b> is a <b>plain</b> - a grassy area with only a few trees."	Show illustrations.	
"How is the <b>setting</b> of <i>Bringing the Rain to Kapiti Plain</i> similar to or different from the <b>setting</b> of <i>The Snowy Day</i> ?"	Children respond.	
"Today in Blocks, how could you use these materials to create <b>settings</b> from <i>A Hat for Minerva Louise</i> , <i>Gilberto and the Wind</i> (or <i>Thunder Cake</i> ), <i>The Snowy Day</i> , or <i>Bringing the Rain to Kapiti Plain</i> ?"	Show materials. Children respond.	

### **During Centers:**

Encourage children to use their settings to retell *A Hat for Minerva Louise*, *The Snowy Day*, *Bringing the Rain to Kapiti Plain*, and *Gilberto and the Wind* (or *Thunder Cake*). Encourage children to label their settings. Support children in collaborating (one child creates the setting, and another child labels it).

### **Guiding Questions During Centers:**

- How did the setting of \_\_\_\_\_ inspire you?
- Why did you choose these materials to create your setting?
- How do your characters act in your setting?
- How is your setting similar to or different from the illustrations of the setting in the book/your friends' books?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

- Encourage children to incorporate settings into Storytelling/Story Acting.
- Support children in creating/using props to make scenery to enhance Story Acting.
- Take a field trip to see a play or a puppet show, and discuss how the props, scenery, and settings for the performance are similar to or different from the settings children created.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically partner children who have difficulty with children who have more advanced skills. Provide visual supports of settings to help children label their settings.



# Clouds

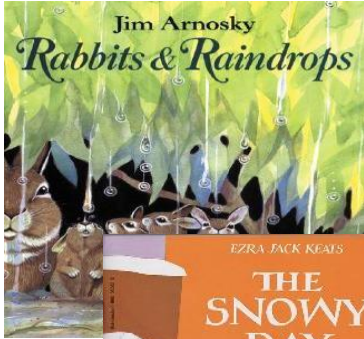
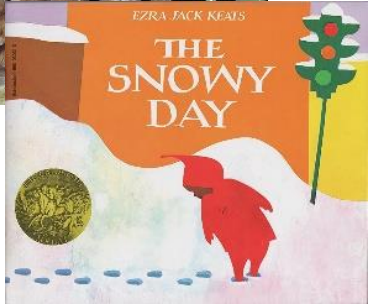
Standard Connection:  
 ELA.RI.PK4.1  
 ELA.SL.PK4.6  
 M.CC.PK4.1  
 M.CC.PK4.2  
 S.ES.PK4.2  
 SS.OW.PK4.2  
 PD.FM.PK4.4  
 VA.RE8.1.PK  
 VA.CN10.1.PK

## Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>The Snowy Day</i></li> <li><i>Rabbits &amp; Raindrops</i></li> <li>Beautiful Stuff (cotton balls, felt, fabric)</li> <li>puff paint (shaving cream + white glue)</li> <li>paper</li> <li>glue</li> <li>images of clouds (see Resource)</li> <li>tempera paint</li> <li>sponges</li> <li>sample of children's work from Unit 3 Week 3, center activity: <i>Precipitation</i></li> </ul>	<p><b>cloud:</b> a mass of tiny water droplets floating in the sky that we can see from the ground.</p> <p><b>precipitation:</b> when rain, snow, or ice falls from clouds</p> <p><b>weather:</b> sunshine, rain, snow, wind, and storms</p>	 

Intro to Centers	
Preparation: Set up materials.	
"In <i>The Snowy Day</i> , snow fell from the <b>clouds</b> that filled the sky. What do you notice?"	Show illustrations. Children respond.
"In <i>Rabbits &amp; Raindrops</i> , rain fell from the <b>clouds</b> . What do you notice?"	Show illustrations. Children respond.
"Here are images of <b>clouds</b> . How are these <b>clouds</b> similar to or different from the <b>clouds</b> in <i>The Snowy Day</i> or <i>Rabbits &amp; Raindrops</i> ?"	Show illustrations. Children respond.
" <b>Clouds</b> can be white, gray, or black. Sometimes <b>clouds</b> are filled with rain, snow, or ice. When rain, snow, or ice fall from <b>clouds</b> , it is called <b>precipitation</b> ."	Show images.
"Today in Creative Arts, you can create <b>clouds</b> using these materials. What do you notice?"	Show materials. Children respond.



### **During Centers:**

- Encourage children to experiment with a variety of materials to create their clouds. Compare and contrast children's clouds to cloud illustrations in *The Snowy Day* and/or in *Rabbits & Raindrops*.
- Encourage children to include illustrations of people and/or animals taking shelter from different kinds of precipitation or wearing clothing to protect themselves from different kinds of precipitation.
- Encourage children to count the number of clouds they create and to compare/contrast with their friends' clouds: Who made more clouds? Who made fewer? How do you know?

### **Guiding Questions During Centers:**

- What kind of precipitation does your cloud produce?
- How are your clouds similar to or different from real clouds?
- How are your clouds similar to or different from the clouds in *The Snowy Day* or *Rabbits & Raindrops*?
- What was your inspiration for your cloud?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Encourage children to use their clouds as backdrops for Blocks or Dramatic Play. Encourage children to observe clouds through the classroom window or outside at recess and record their observations with writing and drawing.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of materials for children to use to create their illustrations. Manipulatives may also be helpful when they compare/contrast the number of clouds they have with their friends.



UNIT 3: WIND AND WATER / WEEK 4

# Clouds - RESOURCE

Standard Connection:

**ELA.RI.PK4.1**

**ELA.SL.PK4.6**

**M.CC.PK4.1**

**M.CC.PK4.2**

**S.ES.PK4.2**

**SS.OW.PK4.2**

**PD.FM.PK4.4**

**VA.RE8.1.PK**

**VA.CN10.1.PK**









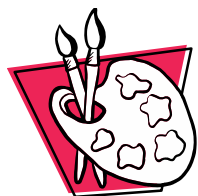












# Showcase of Learning

Standard Connection:

ELA.SL.PK4.3  
ELA.W.PK4.1  
M.MD.PK4.2  
S.ES.PK4.1  
S.ES.PK4.2  
SS.FC.PK4.1  
PD.FM.PK4.4  
PD.SHS.PK4.1  
VA.PR4.1.PK  
VA.CR3a.1.PK

## Enduring Understanding(s):

- Gathering information helps us make decisions.

## Essential Question(s):

- How do living things gather information that will be useful to themselves and others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Gilberto and the Wind</i></li> <li><i>Rabbits &amp; Raindrops</i></li> <li><i>A Hat for Minerva Louise</i></li> <li><i>One Dark Night</i> (or <i>Thunder Cake</i>)</li> <li><i>The Snowy Day</i></li> <li>paper</li> <li>boxes or trays for display</li> </ul>	<p><b>showcase:</b> a safe place to show work</p> <p><b>exhibit:</b> to display</p> <p><b>review:</b> to look at again</p> <p><b>select:</b> to choose</p> <p><b>curate:</b> to organize an art exhibit</p>	

Intro to Centers	
<p><b>Preparation:</b> Select children's work from each week of the unit, particularly work that demonstrates growth and/or depth in understanding of concepts. Select work by individuals and groups. Gather materials in the whole group meeting area.</p>	
<p>"We have learned about wind and water by reading <i>Gilberto and the Wind</i>, <i>Rabbits &amp; Raindrops</i>, <i>One Dark Night</i> (or <i>Thunder Cake</i>), <i>The Snowy Day</i>, and <i>A Hat for Minerva Louise</i>. What do you notice?"</p>	<p><b>Show</b> illustrations. <b>Children respond.</b></p>
<p>"Today in Creative Arts, you will <b>review</b> work you have done in Centers and Small Groups and <b>select</b> - choose - what to <b>exhibit</b> - display - at our <b>Showcase</b> of Learning. What do you notice?"</p>	<p><b>Show</b> examples of children's work. <b>Children respond.</b></p>
<p>"Use these materials to sort and organize the work."</p>	<p><b>Show</b> materials.</p>
<p>"You have a lot of work, and we won't be able to <b>exhibit</b> it all. How could you <b>curate</b> - decide what work to <b>exhibit</b> - the <b>Showcase</b> of Learning?"</p>	<p><b>Children respond.</b></p>

### **During Centers:**

Support children in curating their work. Discuss that what they choose may not necessarily be their “best” work but could be representative of a challenge that they addressed. Encourage children to write captions for the work. Support children in choosing the space where and how their work is displayed (a tray on the cubbies for their Clay Sculptures, a frame for their Crayon Resist to hang in the window, etc.). Support children in collaborating. (Some children could select work, and other children could create and organize the displays.)

### **Guiding Questions During Centers:**

- Why did you choose this work?
- How does this work demonstrate what you have learned about wind and water?
- What would you want someone to know about this work? How would you communicate this information?
- How is preparing for the Showcase of Learning similar to or different from preparing for the Class Celebration (at the end of Unit 2)?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Take a field trip to a museum to see how work is displayed and organized. Invite a museum curator to visit the classroom and describe how he/she selects the work to display in a museum exhibit.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically partner children for collaboration. Provide a variety of materials for children to use to display their work.





UNIT 3: WIND AND WATER / WEEK 4

# Showcase of Learning RESOURCE

Standard Connection:

ELA.SL.PK4.3

ELA.W.PK4.1

M.MD.PK4.2

S.ES.PK4.1

S.ES.PK4.2

SS.FC.PK4.1

PD.FM.PK4.4

PD.SHS.PK4.1

VA.PR4.1.PK

VA.CR3a.1.PK









# Winter Stories

Standard Connection:

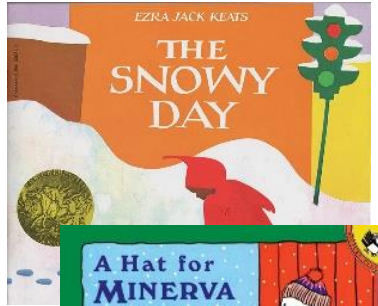
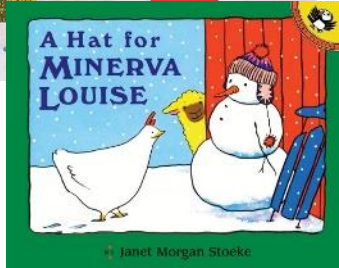
ELA.W.PK4.5  
ELA.SL.PK4.6  
M.CC.PK4.2  
M.MD.PK4.2  
SS.FC.PK4.9  
SS.FC.PK4.8  
PD.FM.PK4.4  
PD.SHS.PK4.3  
VA.CR2a.3.PK

## Enduring Understanding(s):

- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>A Hat for Minerva Louise</i></li> <li><i>The Snowy Day</i></li> <li>paper of different sizes</li> <li>blank books</li> <li>stapler</li> <li>variety of drawing/writing utensils</li> </ul>	<p><b>adventure:</b> something interesting that happens</p> <p><b>explore:</b> walk around to look at things</p> <p><b>fiction:</b> a pretend story</p> <p><b>non-fiction:</b> a real story</p> <p><b>author:</b> person who writes a story</p> <p><b>illustrator:</b> person who creates pictures</p> <p><b>setting:</b> where a story happens</p> <p><b>character:</b> a person or animal in a story</p>	 

## Intro to Centers

**Preparation:** Set up materials.

<p>"In <i>The Snowy Day</i>, Peter played in the snow and had many <b>adventures</b>. In <i>A Hat for Minerva Louise</i>, Minerva Louise <b>explored</b> the farm. What do you notice?"</p>	<p><b>Show</b> illustrations. <b>Children respond.</b></p>
<p>"How were Peter's <b>adventures</b> in the snow similar to or different from Minerva Louise's?"</p>	<p><b>Children respond.</b></p>
<p>"Today in Creative Writing, you can be an <b>author</b> - writer - of stories with winter <b>settings</b> - where they take place. You can <b>illustrate</b> - create pictures - of your story. Your story can be a <b>fiction</b> - pretend - story, like <i>The Snowy Day</i> or <i>A Hat for Minerva Louise</i>, or a <b>non-fiction</b> - true - story. How will the reader know your story is <b>fiction</b> or <b>non-fiction</b>?"</p>	<p><b>Children respond.</b></p>



### **During Centers:**

Encourage children to collaborate (one child could be the author, another child the illustrator). Encourage children to incorporate Animal Research and Weather Research in their stories. Encourage children to act out their stories in Dramatic Play. Encourage children to number the pages of their stories. Add children's stories to Library and Listening. Encourage children to write alternate endings to Read Alouds.

### **Guiding Questions during Centers:**

- How is your story similar to or different from *The Snowy Day*/*A Hat for Minerva Louise*/your friends' stories?
- How did you collaborate with your friend(s)?
- What was your inspiration for this story?
- Do the fictional characters in your story do pretend things? Do your pretend characters in your story do non-fictional things?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Invite children to act out their stories for Story Acting. Encourage children to make costumes, scenery, and props.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide numbers for children to copy for their story. Strategically place children together for collaborations. Provide a variety of writing materials for writing alternate endings to Read Alouds.



# Ice Treasures

Standard Connection:

ELA.RL.PK4.4a

ELA.W.PK4.1b

M.CC.PK4.1

M.CC.PK4.2

S.PS.PK4.2

PD.FM.PK4.2

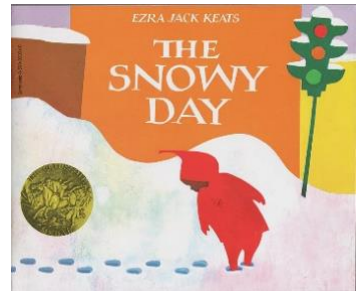
PD.FM.PK4.4

## Enduring Understanding(s):

- Weather affects living things.

## Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>The Snowy Day</i></li> <li>ice molds (muffin tins, pie pan, small paper or plastic cups, etc.)</li> <li>small objects (“treasures”) for freezing in ice</li> <li>images of ice formations (see Resource)</li> <li>magnifying glasses</li> <li>spray bottles with warm water</li> <li>gloves</li> <li>table salt</li> <li>salt grinder</li> <li>clipboard</li> <li>paper</li> <li>writing utensils</li> </ul>	<p><b>melt:</b> change from a solid to a liquid</p> <p><b>ice:</b> frozen water</p> <p><b>frozen:</b> changed from a liquid to a solid</p> <p><b>experiment:</b> try something</p>	

## Intro to Centers

**Preparation:** Set up materials.

“In <i>The Snowy Day</i> , Peter brought a snowball inside. What do you notice?”	Show illustrations. Children respond.
“Why did Peter’s snowball <b>melt</b> ?”	Children respond.
“In Let’s Find Out About It, we <b>experimented</b> with <b>melting ice</b> . Today in Science, you can continue <b>experimenting</b> with <b>melting ice</b> with these materials. What do you notice?”	Show materials. Children respond.
“You can <b>melt</b> the <b>ice</b> around these <b>frozen</b> objects (treasures). How can you <b>melt ice</b> ?”	Children respond.

### **During Centers:**

Encourage children to compare and contrast different methods for melting ice. Encourage children to record the results of their ice-melting experiments in Creative Writing. Encourage children to observe whether their ice or their friends' ice is melting slower or faster. Encourage children to notice whose ice is larger or smaller, and to consider why. Encourage children to examine ice with magnifying glasses, pointing out ice crystals.

### **Guiding Questions During Centers:**

- What method melted the ice fastest? Why?
- How is the ice in Science similar to or different from Peter's snowball in *The Snowy Day*?
- How is ice helpful to people?
- What other things melt like ice?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Encourage children to use liquid watercolors and/or food coloring and to use what they learned in Color Mixing to create colored ice. Conduct an experiment to see what melts faster - snow or ice.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, allow children to use a variety of writing materials to record their results in Creative Writing. Provide support to children who need help making and recording observations.





UNIT 3: WIND AND WATER / WEEK 4

# Ice Melting - RESOURCE

Standard Connection:

**ELA.RL.PK4.4a**

**ELA.W.PK4.1b**

**M.CC.PK4.1**

**M.CC.PK4.2**

**S.PS.PK4.2**

**PD.FM.PK4.2**

**PD.FM.PK4.4**

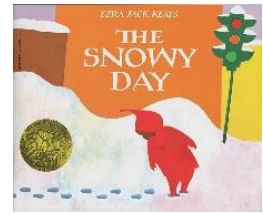








# Home Link - English



Dear Families: During this unit, your child will be learning about wind and water. Try at least three of these fun learning activities, or do them all! The most important thing is to enjoy time with your child learning about what's happening in the classroom. Please color in the boxes of the activities you choose and return this form to school next Monday. **HAVE FUN!**

Child's Name: \_\_\_\_\_

<p style="text-align: center;"><b><u>Language</u></b> (Related to <i>The Snowy Day</i>)</p> <p><b>Cloud Observations:</b> Observe clouds with your child either by going outside or by looking at this clouds video (<a href="#">link</a>). Invite your child to describe, draw or dictate about the clouds they have observed.</p> <p><b>Conversation starters:</b></p> <ul style="list-style-type: none"><li>• What do you notice?</li><li>• What shapes are the clouds?</li><li>• How are the clouds moving?</li></ul>	<p style="text-align: center;"><b><u>Literacy</u></b></p> <p><b>Poem:</b> Recite together. This is a poem your child should be familiar with.</p> <p style="text-align: center;"><b>Cloud</b></p> <p>What's fluffy, white, and floats up high, Like a pile of cotton in the sky? And when the wind blows hard and strong, What very gently soars along? What brings the rain? What brings the snow That showers down on us below? When you look up in the high blue sky, What is that thing you see float by? - Anonymous</p>
<p style="text-align: center;"><b><u>Gross Motor</u></b></p> <p><b>Head, Shoulders, Knees, and Toes:</b> Sing and do the movements for this song.</p> <p><b>Head, Shoulders, Knees, and Toes</b> Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes, and eyes, and ears, and mouth, and nose. Head, shoulders, knees and toes, knees and toes.</p>	<p style="text-align: center;"><b><u>Math</u></b></p> <p><b>Rectangle Hunt:</b> <i>Rectangle definition: A rectangle has 4 straight sides that are all connected, and it has four corners. The opposite sides are the same length.</i></p> <p>Go on a rectangle hunt with your child and look for rectangular shapes around your house or outside. Your child can draw or write about your discoveries.</p> <p><b>Conversation starters:</b></p> <ul style="list-style-type: none"><li>• How do you know that _____ (the door) is a rectangle?</li><li>• How many rectangles did we find? How do you know?</li></ul>
<p style="text-align: center;"><b><u>Talk and Read Together</u></b> (20 minutes)</p> <p><b>Conversation Starters:</b></p> <ul style="list-style-type: none"><li>• Read the title. What do you think this book is about?</li><li>• What is your favorite part of the story?</li><li>• What is the first thing that happens in the story?</li><li>• What do you think will happen next?</li><li>• Who is your favorite character in this book?</li></ul>	



# Reading Log

Check off each day that you and your child read a story together. The books can be in English or in your home language. Visit your public library for great books about wind and water!

Monday \_\_\_\_ Tuesday \_\_\_\_ Wednesday \_\_\_\_ Thursday \_\_\_\_ Friday \_\_\_\_ Saturday \_\_\_\_ Sunday \_\_\_\_

**Books we are reading in school:**

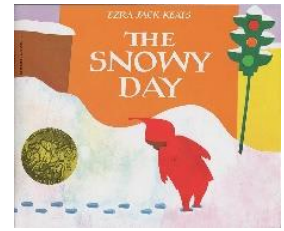
*The Snowy Day* by Ezra Jack Keats  
*The Snowy Day* online ([link](#))

**Other books you and your child might enjoy:**

*Annie and the Wild Animals* by Jan Brett

## Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, “A **path** is a narrow space where you can walk.”
- As you read, ask your child questions pertaining to the book. For example, “Why do you think Peter wanted to save his snowball?”

**Unidad 3/Semana 4: Home Links - Viento y Agua**

Estimadas Familias: En esta unidad su niño(a) está aprendiendo sobre el viento y el agua. ¡Traten de hacer por lo menos tres de estas divertidas actividades de aprendizaje o háganlas todas! Lo más importante es disfrutar el tiempo con su hijo(a), aprendiendo sobre lo que está sucediendo en el salón de clases. Por favor colorea los cuadros de las actividades que usted elija y devuelva esta hoja a la escuela el próximo lunes. ¡DIVIERTANSE!

Nombre del niño: \_\_\_\_\_

<p style="text-align: center;"><b><u>Lenguaje</u></b> (Relacionado con el libro <i>The Snowy Day</i>)</p> <p><b>Observación de Nubes:</b> Observe las nubes con su niño(a), ya sea saliendo afuera o mirando este video de las Nubes. (<a href="#">enlace</a>) Invite a su hijo(a) a describir, dibujar o dictar sobre las nubes que han observado .</p> <p><b>Formas de iniciar una conversación:</b></p> <ul style="list-style-type: none"><li>• ¿Qué ves?</li><li>• ¿Qué forma tienen las nubes?</li><li>• ¿Cómo se mueven las nubes?</li></ul>	<p style="text-align: center;"><b><u>Alfabetización</u></b></p> <p><b>Poema:</b> Reciten juntos. Este es un poema con el cual su hijo(a) debe estar familiarizado</p> <p style="text-align: center;"><b>Cloud</b></p> <p>What's fluffy, white, and floats up high, Like a pile of cotton in the sky? And when the wind blows hard and strong, What very gently soars along? What brings the rain? What brings the snow That showers down on us below? When you look up in the high blue sky, What is that thing you see float by? - Anónimo</p>
<p style="text-align: center;"><b><u>Motricidad Gruesa</u></b></p> <p><b>Cabeza, Hombros, Rodillas y Dedos:</b> Canten y hagan los movimientos de esta canción</p> <p style="text-align: center;"><b>Head, Shoulders, Knees, and Toes</b></p> <p>Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes, and eyes, and ears, and mouth, and nose. Head, shoulders, knees and toes, knees and toes.</p>	<p style="text-align: center;"><b><u>Matemáticas</u></b></p> <p><b>Búsqueda de Rectángulos:</b> <i>Definición de rectángulo: Un rectángulo tiene 4 lados rectos que están conectados, y tiene cuatro esquinas. Los lados opuestos tienen la misma longitud.</i></p> <p>Vayan en búsqueda de rectángulos con su niño(a) y busquen figuras de rectángulos alrededor de su casa o afuera. Su hijo(a) puede dibujar o escribir sobre sus descubrimientos.</p> <p><b>Formas de Iniciar una Conversación:</b></p> <ul style="list-style-type: none"><li>• ¿Cómo sabes que _____ (la puerta) es un rectángulo?</li><li>• ¿Cuántos rectángulos encontramos? ¿Cómo lo sabes?</li></ul>
<p style="text-align: center;"><b><u>Hablar y Leer Juntos</u></b> (20 minutos)</p> <p><b>Formas de iniciar una conversación:</b></p> <ul style="list-style-type: none"><li>• Lee el título. ¿De qué piensas que se trata este libro?</li><li>• ¿Cuál es tu parte favorita de la historia?</li><li>• ¿Qué es lo primero que sucede en la historia?</li><li>• ¿Qué crees que sucederá después?</li><li>• ¿Cuál es tu personaje favorito en este libro?</li></ul>	

## Registro de Lectura

Marque cada día que usted y su hijo(a) lean una historia juntos. Los libros pueden ser en inglés o en su idioma natal. ¡Visite su biblioteca pública para obtener excelentes libros sobre el viento y el agua!

Lunes \_\_\_\_\_ Martes \_\_\_\_\_ Miércoles \_\_\_\_\_ Jueves \_\_\_\_\_ Viernes \_\_\_\_\_ Sábado \_\_\_\_\_ Domingo \_\_\_\_\_

### Libros que estamos leyendo en la escuela:

*The Snowy Day* por Ezra Jack Keats  
*The Snowy Day* online ([link](#))

### Otros libros que usted y su hijo(a) podrían disfrutar:

*Annie and the Wild Animals* por Jan Brett

## Sugerencias para leer juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, "Un **sendero** es un espacio estrecho donde puedes caminar."
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Por qué piensas que Peter quería guardar su bola de nieve?"