

Full Day Schedule

Unit 3 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Gilberto and the Wind</i> , 1st Read	<i>Thunder Cake</i> , 1 st Read	<i>Gilberto and the Wind</i> , 2nd Read	<i>Thunder Cake</i> , 2nd Read	<i>Gilberto and the Wind</i> , 3rd Read
Centers					
Intro to Centers	Making Sailboats Using Sailboats Weather Research	Baking Cakes Weather Journals	Storm Paintings Stability Challenge	Painting with Straws Thunder Cake Recipe Cards	Revisit Center Activities
Art Studio	Making Sailboats	Continue	Continue	Painting with Straws	Continue
Easel			Storm Paintings	Continue	Continue
Writing and Drawing		Weather Journals	Continue	Continue	Continue
Library & Listening	Weather Research	Continue	Continue	Continue	Continue
Dramatization		Baking Cakes	Continue	Continue	Continue
Blocks			Stability Challenge	Continue	Continue
Discovery Table	Using Sailboats	Continue	Continue	Continue	Continue

Puzzles & Manipulatives	Number Floor Puzzle 1" cubes manipulative sets	Continue	Continue	Thunder Cake Recipe Cards	Continue
Technology	Library: Weather research-tablet			small groups: story sequence-tablet	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	LFOAI: What Does Air Move?	Math: Like a Windy Day	LFOAI: Pinwheels and Kites	LFOAI: Umbrellas	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum

Small Groups	Group1 Literacy High Support: What Can Air Move? Group 2 Math Medium Support: Making Windsocks Group 3 Independent Blowing Objects With Straws			Group1 Literacy Medium Support: Story Sequence Cards Group 2 Math Low Support: Bucket Balance Group 3 Independent Book Browsing or Choice Activity	
Outdoor Learning	small group: blowing natural items with straws small group: What can air move? Read Flip, Float, Fly: Seeds on the Move Catching Snowflakes-Read: <i>Snowflake Bentley</i> by Jacqueline Briggs Martin			Refer to Nature Extensions for Individual Lesson plans	

Part Day Schedule

Unit 3 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Gilberto and the Wind,</i> 1st Read	<i>Thunder Cake,</i> 1 st Read	<i>Gilberto and the Wind,</i> 2nd Read	<i>Thunder Cake,</i> 2nd Read	<i>Gilberto and the Wind,</i> 3rd Read
Centers					
Intro to Centers	Making Sailboats Using Sailboats Weather Research	Baking Cakes Weather Journals	Storm Paintings Stability Challenge	Painting with Straws Thunder Cake Recipe Cards	Revisit Center Activities
Art Studio	Making Sailboats	Continue	Continue	Painting with Straws	Continue
Easel			Storm Paintings	Continue	Continue
Writing and Drawing		Weather Journals	Continue	Continue	Continue
Library & Listening	Weather Research	Continue	Continue	Continue	Continue
Dramatization		Baking Cakes	Continue	Continue	Continue
Blocks			Stability Challenge	Continue	Continue
Discovery Table	Using Sailboats	Continue	Continue	Continue	Continue

Puzzles & Manipulatives	Number Floor Puzzle 1" cubes manipulative sets	Continue	Continue	Thunder Cake Recipe Cards	Continue
Technology	Library: Weather research-tablet			small groups: story sequence-tablet	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: What Does Air Move?	LFOAI: Pinwheels and Kites	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Umbrellas	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group Small Groups Story Telling/Acting	Math Whole Group Like a Windy Day	Group1 Literacy (choose 1) High Support: What Can Air Move? Medium Support: Story Sequence Cards Group 2 Math (choose 1) Medium Support: Making Windsocks Low Support: Bucket Balance Group 3 Independent Blowing Objects With Straws			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lesson Plans	small group: blowing natural items with straws small group: What can air move? Read Flip, Float, Fly: Seeds on the Move Catching Snowflakes-Read: <i>Snowflake Bentley</i> by Jacqueline Briggs Martin			

<p>Unit 3</p>  <p>Week 1</p>	<p><i>Gilberto And The Wind Read Aloud</i></p>	<p>Standards: ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3 ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2 ELA.RL.LTC.PS.1</p>
---	---	---



<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Gilberto And The Wind</i> ● vocabulary word picture cards 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● apron: clothing to protect your clothes from getting dirty ● blur: hard to see clearly ● clothespins: clips for hanging laundry on the line ● gate: a place in the fence that can be opened and closed like a door ● gentle: soft ● howling: making a long, loud cry ● jerk: a quick pull ● kite: a toy that flies in the air, lifted by wind ● meadow: a piece land covered with tall grass ● pasture: grassland where animals graze - eat ● pillow slip: pillowcase, used to cover a pillow ● pinwheel: a toy that spins in the wind like a wheel ● ripe: ready to be eaten ● scatters: thrown about ● sombrero: big Mexican hat with a wide brim ● umbrella ● unlatch: not fastened, unlocked ● whisper: speaking softly
--	--

Preparation:

Set up materials.

First 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 understanding of main events.

Teacher(s) 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 – e.g. "I'm thinking...."

"We have a new story to read today. This book's title is *Gilberto and the Wind*. The author and illustrator of this story, the person who wrote the words and also drew the pictures, is Marie Hall Ets."

"The boy we see here on the cover is Gilberto. Gilberto is laughing as he holds onto his **sombrero** – his big Mexican hat with the wide brim - because the wind is about to blow the hat off Gilberto's head. The other character in this story is Wind."

"Sometimes Gilberto likes how Wind plays with him. At other times, Gilberto does not like how Wind plays. You'll see what I mean when we read the story."

"You-ou-ou," he whispers.

"At first Wind is **gentle** and just floats my balloon around in the air."

"But then, with a **jerk**, he grabs it....."

"He blows the pillow slips into balloons and shakes the sheets and **twists** the **apron** strings."

"And he pulls out all the **clothespins** that he can." Then he tries on the clothes - though he knows they're too small. - It looks like the wind is trying on the clothes because they fill up with air - ."

Show cover, underlining the title and point to author's and illustrator's name.

Introduce the main character, using the illustrations on the cover. Point to the sombrero.

p. 1 Whisper.

p. 2 Make gentle motions with finger pointing at the balloon.

Make jerking motion with fist.

p. 4 Point to pillow slip, point to sheet with shaking finger & point to twisted apron strings.

p. 5 Point to clothespins.

Point to the shirt.

“And Wind loves **umbrellas**.”

“If the **gate** in the **pasture** is left **unlatched** -open-, Wind plays with that, too. He opens it up, the bangs it shut, making it squeak and cry.”

“But with me on it the **gate** is too heavy. Wind can’t move it at all - without Gilberto’s weight on the **fence**, the wind could move it back and forth, but now the fence is too heavy for the wind to move it.”

“When the big boys on the hill have **kites** to fly Wind helps them out.”

“And when I have a **pinwheel** Wind comes and plays, too.

“And when he blows it, he turns it so fast that it whistles and sings, and all I can see is a **blur** - the pinwheel is moving so fast that it looks unclear.”

“And just to show that he can sweep without a broom, Wind **scatters** the leaves all about again. And he blows the dirt in my face - Gilberto is rubbing his eyes to try to get the dirt out.”

p. 6 Point.

p. 8 Point to the gate.

Gesture & make squeaking sound.

p. 9 Comprehension Aside.

p. 12 Point to kites

pg. 20 & 21 Point to pinwheel.

Gesture.

pgs. 24-25 Gesture & provide Comprehension Aside.

Discussion Questions(s):

- How was the wind playing with Gilberto?
- Sometimes, Gilberto is sad when the wind doesn’t blow. When does Gilberto need the wind to play?

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

Teacher(s) will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We have read this book the other day and I know you remember it...”

Hold up the book, show cover. Take the responses the children provide. Read and underline the title again.

“We remember that Gilberto was disappointed because the wind didn’t blow to fly his **kite**. It fell down and broke.”

pgs. 14 & 15

“At first Wind is **gentle** - soft - and just floats my balloon in the air. But then, with a **jerk** - quick pull- he grabs it away...”

p. 2

“I think Gilberto is upset because the wind blew his balloon into the high branches of the tree and now it is stuck.”

p. 3 Comprehension Aside.

“He blows the **pillow slips** - pillowcases, used to cover pillows - into balloons and shakes the sheets and twists the **apron** strings - a piece of clothing to protect your clothes from getting dirty.”

p. 4

“And he pulls out all the **clothespins** - the clips that hold the laundry on the line - that he can.”

p. 5

“On this page, Gilberto is looking at the **gate** that is blown open and shut by the wind and on this page the wind isn’t strong enough to move the **gate** and Gilberto. Gilberto must be disappointed because it looked like it could be fun ride.”

p. 6 Comprehension Aside.

“When the grass is tall in the **meadow** - land with tall grass - Wind and I like to race.”

p. 10

“It is much harder to run through the tall grass than blow over the top of the **meadow** like the wind can.”

p. 11 Comment after reading page.

“When the apples are **ripe** - ready to eat - in the fall...”

p. 16

“And when I have a **pinwheel** - a toy that spins in the wind - Wind comes and plays, too.”

p. 28

“Sh-sh-sh-sh,” answers the Wind, and he **stirs** - moves- one dry leave to show where he is.”

Discussion Questions(s):

- Gilberto sometimes liked it when the wind blew and sometimes he didn't. Why?

Third Read:

Children will:

- Reconstruct parts of the story
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this book twice and today we're going to talk about and tell the story together.”

Hold up the book, show the cover. Underline and state the title

Use phrases such as “We remember...” or “What is happening here?” while pointing to the actions on the pages. Comments will be mostly be in response to what the children say.

p. 1 Read

pgs. 2 & 3

“We remember...”	pgs. 4 & 5
“What is happening here?”	pgs. 6 & 7
“And here...”	pg.s 8 & 9
“Why didn’t the wind give Gilberto a ride on the gate? ”	pgs. 10 & 11
“ We remember...”	pgs. 12 & 13 Read. pgs. 14 & 15
“But here...”	pg.s 18 & 19
“What is happening here?”	pgs. 20 & 21
“Why does Gilberto have a string attached to his sailboat?”	pgs. 22 & 23 Read.
“ Here we remember...”	pgs. 24 & 25
“ What is happening here?”	pg.s 26 & 27
“ And here...”	page 28 Read.

Discussion Questions(s):

- In *Gilberto and the Wind* the wind grabbed Gilberto’s balloon. In *A Letter to Amy* the wind also grabbed something from someone’s hand. What happened?
- Why do you think Gilberto’s balloon blew all the way up in a tree, but Amy’s letter dropped back to the ground after the wind blew it out of Peter’s hand? (Guide children to understand that a letter is heavier than a balloon, and that the balloon also got stuck in the tree.)

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 Questions(s):

- How do you like to play with the wind?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you by using the beginning sound in your name. "</p> <p>Begin with sounds from <i>Gilberto in the Wind</i>.</p> <p>"If your name begins with the sound /w/ like the wind, you may get ready to . . ."</p> <p>"If your name begins with the sound /g/ like Gilberto, you may . . ."</p> <p>"If your name begins with the sound /p/ like pinwheel, you may . . ."</p> <p>"If your name begins with the sound /k/ like kite, you may . . ."</p> <p>"If your name begins with the sound /s/ like sombrero or sail, you may . . ."</p>	<p>Direct</p> <ul style="list-style-type: none"> -beginning sounds -vocabulary support

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you in a whisper like the wind whispered in the beginning of Gilberto and the Wind. I will call you three at a time, and listen carefully so you can hear your name."</p> <p>"Cara, Marcus, and Vanessa, you may . . ."</p>	<p>Direct</p> <ul style="list-style-type: none"> <u>-numeracy concepts</u> <u>-vocabulary support</u>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported

<p>Say: "I am going to dismiss you by the first letter in your first name. "I'm going to find names of things in our storybook that start with the same letters as your names." Point to the letters in the title in <i>Gilberto and the Wind</i>, one by one.</p> <p>"If your name begins with G like the first letter in Gilberto, you may . . .If your name begins with G like Gilberto, you may get ready to . . ."</p> <p>"If your name begins with I like the next letter in Gilberto, you may . . ."</p> <p>Continue with all the letters in Gilberto. Find other letters if to call all children.</p> <p>Have name cards handy if children do not recognize the first letter in their name.</p>	<p>Direct</p> <p>-letter id</p> <p>-vocabulary support</p>
--	---

<p>Suggested Transition Activity</p> <p>Fourth Read</p>	<p>Literacy/Language Skills Supported</p>
<p>Say: "I am going to dismiss you by counting the number of parts in your name. So if I say bub-ble, that has two parts like Bob-bi.</p> <p>If your name has one part, like wind, you may go to . . . ("Neal and Sean, you have one part like wind, so you may . . .</p> <p>If your name has three parts like Gil-ber-to, you may go to . . . ("A-manda, Amanda, your name has three parts like Gil-ber-to, so you may . . .")</p> <p>If your name has two parts, like sail-boat, you may . . .</p> <p>If your name has four parts, like</p>	<p>Direct</p> <p>-Syllable segmentation</p>

<p>Unit 3</p>  <p>Week 1</p>	<h2 style="margin: 0;">Thunder Cake Read Aloud</h2>	<p>Standards: ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3 ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2 ELA.RL.LTC.PS.1</p>
---	---	---



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

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.

First 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 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 – e.g. “I’m thinking...”

“The title of this book is Thunder Cake. 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 thunder when she was a little girl visiting her grandma’s farm.”

“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.”

“Grandma looked at the **horizon**, drew a deep breath and said.....”

“It looks like the granddaughter is afraid of storms because she is hiding under the bed.”

“A loud clap of **thunder** -a loud sound that comes from the sky - shook the house, **rattled** the windows and made me grab her close.”

“When you see the **lightning** - a flash of light in the sky- start counting...”

“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 gathering ingredients to bake a

Show cover, underlining the title and point to author’s and illustrator’s name.

Introduce the main character and the story problem, using the illustrations on the cover.

p. 1 Point to the horizon & model taking a deep breath

p. 4 Comprehension Aside.

p. 6 Gesture.

Comprehension Aside.

thunder cake, will keep her busy so she has no time to be afraid.”

“Her eyes **surveyed** the black clouds a way off in the **distance**- far away.”

“Let’s find that **recipe** - instructions for making food -, child.”

“She carefully penned a list of **ingredients** - things needed to make the cake - on a note paper.”

“Now let’s **gather** - collect- all the things we need!” she exclaimed as she scurried towards the back door.”

“I knew she would try to **peck** me.”

“They gathered the first ingredient needed to make the Thunder Cake: eggs”

“It looks like the loud thunder scared the child again and so did the mean looking kick cow.”

“I was scared as we walked down 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 that nothing bad will happen to her.”

“...as she **squinted** at the list.”

“I reached three **luscious** – great looking- tomatoes...”

“climbed up high on the **trellis** – a frame used as support for climbing plants.”

p. 7 Model surveyed.

Model exclaimed, scurried.

p.9 Model by forcefully pushing thumb and index finger together a few times.

Comprehension Aside.

p. 11 Comprehension Aside.

p. 14 Point to path.

p. 15 Comprehension Aside.

p. 18 Model squinted.

Point to picture.

"We will stop reading here for today and finish the story tomorrow."

Comment.

Discussion Questions(s):

- Why do you think that the child was so afraid of the storm?
- What happened to make her less scared?

Second Read

Children will:

- Listen again to the story read aloud
- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- explain feelings or thoughts of secondary characters.
- deepen the comprehension of primary characters, story problem, etc.
- model analytical thinking.

"We read the first part of this book yesterday, and you remember the title..."
"You remember that the girl was afraid of thunder, and then her grandmother asked her to help gather ingredients to make a thunder cake. We will now read the second part of the story."

I **churned** - stirred- butter for...."

"Finally, we poured the **batter** – the mixture of the different ingredients-into the cake pans."

"It looks like the girl is too busy making the cake to fear the thunder. She is smiling as she carries the cake to the oven."

Show the cover and underline & say the title again.

Quickly show a few pages to re-orient children to the first part of the story.

p. 19 Point to butter churn.

Comprehension Aside.

p. 25

“Even before the last flash had **faded**- went away slowly - the thunder...”

p. 28 Point to wedge

“...Grandma cut a **wedge** for each of us...”

“She poured us steaming cups of tea from the **samovar** - a metal container to heat water for tea-”

Comprehension Aside.

“From that time on, I never feared the voice of thunder again - I was no longer afraid of thunderstorms.”

p. 28

“As rain **poured** down – came down very fast- on our roof...”

“Here is the **recipe** to make thunder cake. It tells you what **ingredients** you need and how much of each.”

p.29

Discussion Questions(s):

- Thunder wasn't the only thing that scared the girl. What were some of the other things she was afraid of? Why?

Third Read:

Children will:

- Reconstruct parts of the story
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this book twice and today we’re going to talk about and tell the story together.”

Hold up the book, show the cover. Underline and state the title.

Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will mostly rely on children’s responses.

“Here we remember...”

pgs. 1 & 2 Read.

“What is grandma explaining?”

pgs. 3 & 4

“What is happening here?”

pgs. 5 & 6

“We remember...”

pgs. 7 & 8

pgs. 9 & 10

“And here...”

pgs. 11 & 12 Read.

“Do you remember what the secret ingredient was?”

pgs. 13 & 14

pgs. 15 & 16 Read.

“The girl climbed on the trellis and...”

pgs. 17 & 18

“Grandma and the girl are busy with preparations for the Thunder Cake. What are they doing?”

pgs. 19 & 20

“Grandma thinks the girl is very brave. Why does she think that?”

pgs. 21 & 22

“What is happening here?”

pgs. 23 & 24

Grandma and the girl are smiling here because...”

pgs. 25 & 26

Discussion Questions(s):

- Who was more afraid of the weather- Gilberto, in *Gilberto And The Wind*, or the Girl in *Thunder Cake*? Why do you think so?

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 Questions(s):

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

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the beginning sound in your name.</p> <p>"If your names begins with /s/ like storm, you may...."</p> <p>"If your name begins with /th/ like thunder, you may...."</p> <p>" If your name begins with /l/ like lightning, you may..."</p> <p>" If your name begins with /d/ like distance, you may..."</p> <p>"If your name starts with /i/ like ingredients, you may..."</p> <p>" If your name starts with /r/ like recipe, you may..."</p>	<p>Direct</p> <p>Beginning sounds</p> <p>Vocabulary support</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

Say: "I'm going to dismiss you by using the Thunder Cake storybook words that have the same number of parts as your first names. For example, thunder has two parts: thun-der, like Howard: How-ard.

- "Storm has one part. If your name has one part like storm, you may..."
- "Thunder has two parts. If your name has two parts like thun-der, you may..."
- "Recipe has three parts, re-ci-pe. If your name has three parts, you may..."
- Ingredients has four parts, in-gre-di-ents. If your name has four parts, you may..."

Direct

-

Indirect

-

Suggested Transition Activity

Third Read

Say: "I'm going to dismiss you by the first letter in your name that match the ingredients in the recipe for Thunder Cake.

Have a list of ingredients written so children can see the letters clearly.

- " If the first letter in your name is a S like in Salt, you may..."
- "If the first letter in your name is a V like in Vanilla, you may..."
- " If the first letter in your name is a E like in Eggs, you may..."

Literacy/Language Skills Supported

Direct

- Letter ID
- Vocabulary support

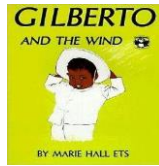
Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: “I’m going to dismiss you if your name has a letter that is in the title Thunder cake. For example, if your name has the letter T (point to the T in Thunder cake) in it anywhere, you may...” Tony may go... and Matti may go as well. She has two t’s in her name.</p> <p>Have name cards of children handy so you can point to the letters if a child doesn’t responds.</p> <ul style="list-style-type: none">● “If your name has the letter u in it anywhere, you may...”● “If your name has the letter n in it anywhere, you may...”	<p>Direct</p> <ul style="list-style-type: none">- Letter ID



Making Sailboats


Standards:

CA.VA.PS.1 - 5
 ELA.SL.CC.PS.1 - 3
 ELA.W.PD.PS.1


Materials:

- *Gilberto and the Wind*
- images of sailboats Resources
- water repellent Beautiful Stuff, i.e.. milk cartons, butter tubs, cereal bowls, Styrofoam (trays) etc.
- modeling clay (to anchor mast and sail)
- straws
- craft sticks
- coffee stirrers
- construction paper
- tape
- waterproof Band-Aids (as adhesives)
- trays
- paper plates

Vocabulary:

- sail(-boat)
- Mast
- Wind
- propel: move something forward
- Hull
- Fasten
- attach

Preparation: Set up materials.

Intro to Centers:

“In *Gilberto And The Wind*, Gilberto made a **sailboat** and the **wind propelled** it- blew it across the water. What do you notice?”

“Here are images of **sailboats**. How are these **sailboats** similar to or different from Gilberto’s **sailboat**?”

“**Sailboats** have three main parts. The **hull**, the **mast**, and the **sail**.”

“Today, you can use these materials to make **sailboats** in the Art Studio. Use clay to **fasten** your **mast** to your **hull**. What do you notice?”

“**Attach** a **sail** to the **mast** so that the wind can **propel** your **sailboat**, like Gilberto’s.”

*Show illustration.
 Children respond.*

*Show images.
 Children respond.*

Point to these parts on diagram.

*Show materials.
 Model using the clay to attach the mast.
 Children respond.*

During Centers:

Encourage children to experiment with using different adhesives to attach the mast, hull, and sail to their sailboats. Support children in drawing a diagram of their sailboat and labeling it in Writing and Drawing. Encourage children to notice the different shapes of sails that they and their friends are making. Compare and contrast water-resistant materials vs. non-water resistant materials (cardboard, etc.)

Guiding Questions during Centers:

- How is your sailboat similar to or different from Gilberto's sailboat?
- How is a sailboat similar to or different from other forms of transportation?
- Why are these materials helpful for constructing a sailboat? (Guide children to consider the water-resistant properties of materials vs. non-water-resistant materials)
- Sailboats don't use engines. What are other forms of transportation that are not propelled by engines? (bicycles, skateboards, horses, etc.)

Thinking & 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.

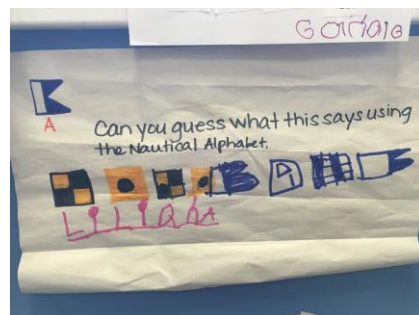
Provocation:

Encourage children to research other types of boats and describe what they notice.

Point out that flags are often used on boats, and that a special kind of flag, called a nautical flag, is used to communicate (see Resources).

Encourage children to use the nautical flag alphabet, e.g. to make their names.

Encourage children to make shape collages to represent their sailboats.



Making Sailboats

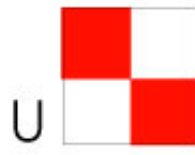
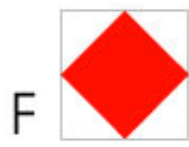
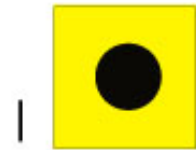
Press down & shape clay to attach masts.



Sailboat Shape Pictures

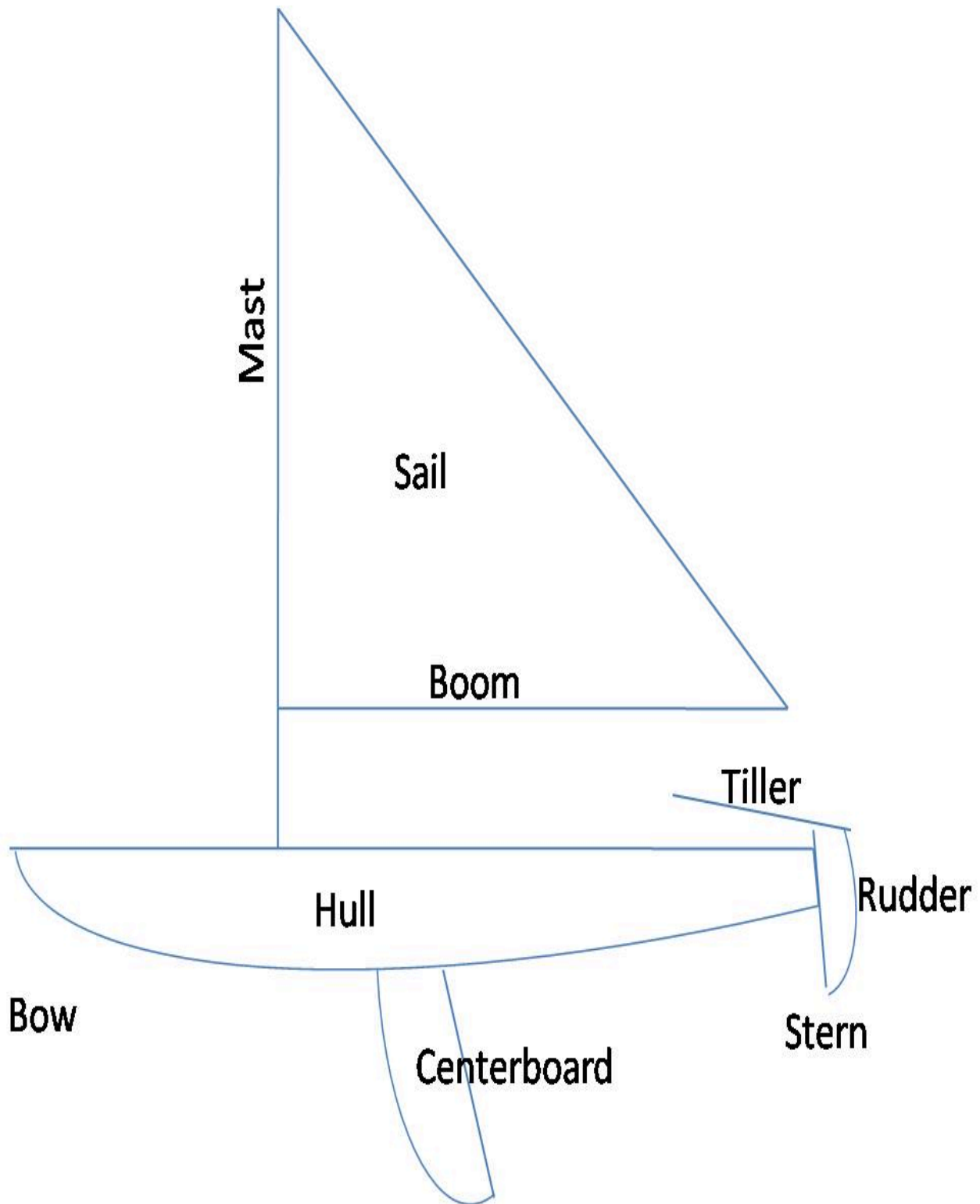


NAUTICAL ALPHABET



Using Nautical Flags to Make Words/Names





Sailboats







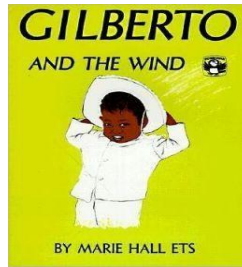








Painting With Straws

**Materials:**

- diluted tempera paint
- straws of different sizes
- small containers for paint and water
- paper
- smocks
- spoons
- eyedroppers or pipettes

Vocabulary:

- Straw
- blow(-ing)
- Wind
- Force
- Gentle
- eyedropper

Preparation: Set up materials.

Intro to Centers:

"In *Gilberto and the Wind*, the **wind blew** Gilberto's balloon and kite. What do you notice?"

"Today in the Art Studio, you can paint with these materials. What do you notice?"

"First, use an **eyedropper** or spoon to drop paint onto the paper. Next, **blow** through the **straw**. What do you notice?"

"What happens if I **blow** with more **force**--harder, or less **force--gently**?"

"When you are finished, be sure to throw your **straw** in the garbage."

Show illustrations.
Children respond.

Show materials.
Children respond.

Model.
Children respond.

Children respond.

During Centers:

Support children in practicing blowing through straws before they begin painting, as they are naturally inclined to inhale rather than blow through a straw. Encourage children to experiment with blowing paint using varying degrees of blowing force. Encourage children to mix colors. Support children in noticing any shapes and/or designs that are created as they blow paint. Encourage children to paint letters and/or numbers by blowing paint with a straw.

Guiding Questions during Centers:

- How does blowing with more or less force affect the paint?
- What would happen if we used thicker paint (rather than the diluted paint we are using)?”
- When you blow through the straw the paint moves. What other things do you think you could move by blowing through a straw?
- How is painting by blowing through a straw similar to or different from painting with a paintbrush?

Thinking & 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 paint with straws by blowing to the rhythm of music, similar to *Painting to Music*, unit 1.

Encourage children to research instruments, i.e., recorder, saxophone, etc. that are played by blowing air.

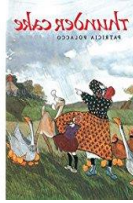




Storm Paintings


Standards:

CA.VA.PS.1 - 5
 ELA.SL.CC.PS.1 - 3
 ELA.W.PD.PS.1


Materials:

- *Thunder Cake*
- images of storms resource
- paint brushes (different sizes)
- paint cups
- yellow, blue, black, white tempera paint
- easel paper
- Q-tips, cotton balls, sponges
- containers with water
- spoons
- containers for color mixing
- labels

Vocabulary:

- thunderstorm
- illustrator/-ion
- storm

Preparation: Set up materials. Flag pages in *Thunder Cake* where the storm is depicted.

Intro to Centers:

“In *Thunder Cake*, the **illustrator** depicted a **thunderstorm**. What do you notice?”

“Here are images of **storms**. What do you notice? How are these **storms** similar to or different from the **thunderstorm** in *Thunder Cake*?”

“Today in the Art Studio, you can create **storm** paintings. How can you create colors similar to the **illustrations** in *Thunder Cake*, or to the images?”

“What tools might you use to help you create your storm painting?”

*Show the cover and illustrations.
 Children respond.*

*Show images.
 Children respond.*

Children respond.

*Show available materials.
 Children respond.*

During Centers: Have the text and the images of storms accessible in the Art Studio. Support children in mixing and naming paint colors. Support children to consider different ways of illustrating thunder and lightning, i.e., incorporating numbers in their paintings. Encourage children to use their storm paintings as backdrops in Dramatization or Blocks. Encourage children to incorporate squiggle, line, and dot brushstrokes in their painting.

Guiding Questions during Centers:

- How is your storm painting similar to or different from the storm illustrations in *A Letter to Amy*, *Dandelion*, or *Thunder Cake*?
- How is the depiction of wind in *Gilberto And The Wind* similar to or different from the illustrations in *Thunder Cake*?
- What would you name this paint color that you created? Why?
- What is the inspiration for your painting?

Thinking & 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.

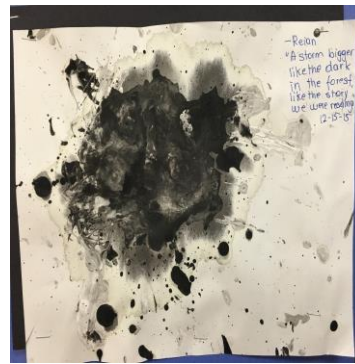
Provocation:

Keep children’s paintings and as they read other stories. Provide a variety of paper and encourage them to add to their paintings.

Suggest that children draw characters or scenes from books and add to their paintings.

Save colors that children created for continued use in the Art Studio.

Encourage children to illustrate the weather outside the classroom window or at recess.



Snow storm using cotton balls and sponges

Thunder/lightning storms





Rainstorms





Snowstorms





Hailstorms







Weather Journals



Writing &
Drawing

Standards:

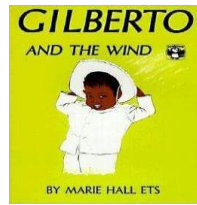
MELDS.ELA.W.TT

P.PS.2

MELDS.S.ES.PS.1

MELDS.S.ES.PS.3

MELDS.S.ES.PS.6


Materials:

- *Gilberto And The Wind*
- blank books
- markers
- pencils
- weather word cards

Vocabulary:

- journal
- weather words
- record
- observe

Preparation: Set up materials.

Intro to Centers:

“In *Gilberto And The Wind* we saw illustrations of the wind.”

“Today in Writing and Drawing, you can draw and write about the weather in a weather journal.”

“You can look outside to see what type of weather we have today. What do you notice?”

“You can use these weather word cards to label your pictures.”

“We will keep these journals at the writing table so you can come back to record the weather. Another day”

Show a few pages.

Show materials.

Children respond

Show weather word cards.

During Centers:

Encourage children to observe and describe the weather outside. Children can either make their own journals by stapling paper together or by providing journals. Children can illustrate and write their name on the cover of the journal. Encourage children to use the weather word cards to label their pictures.

Guiding Questions during Centers:

- What is the weather like today?
- How can you tell if it is windy outside?
- How will you draw the weather?
- Do you think we'll be able to play outside today? Why do you think so?
- How could we find out what the weather will be like tomorrow?

Thinking & 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:

Go outside to observe and describe the weather with all senses.

Listen to or watch the weather forecast. Discuss how this affects people's plans.



rainy



cloudy



snowy



sunny



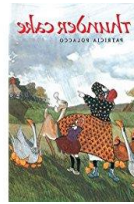
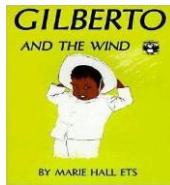
windy



Weather Research


Standards:

ELA.SL.CC.PS.1 - 3
 ELA.SL.PKI.PS.1 - 3
 ELA.RF.PC.PS.1 - 1c


Materials:

- *One Dark Night*
- *Thunder Cake*
- non-fiction weather book see resource
- blank books
- clipboards
- paper
- post-it notes
- writing utensils

Vocabulary:

- non-fiction
- research (-er): somebody who finds information about something
- information: something you know
- meteorologist: a weather expert
- weather
- fact: something that is true
- shelter: a safe space
- expert: somebody who knows a lot about something
- shelter: protection

Preparation: Set up materials.

Intro to Centers:

“In *Thunder Cake*, Patricia and her grandma took shelter on a farm. In *Gilberto And The Wind*, Gilberto took **shelter** from the wind. How is the **weather** in these stories similar or different?”

“Today in Library and Listening, you can **research**--find **information**--about different kinds of **weather** using these **non-fiction** resources. What do you notice?”

“A **weather expert** is called a **meteorologist**. **Meteorologists research** and record **information** about the **weather** to share with other people.”

“You can be **meteorologists**. Use these blank books to record **facts** that you learn about the **weather**.”

“How is **information** about the **weather** helpful?”

Show illustrations.

Children respond.

Show non-fiction weather books and resources, i.e., bookmarked websites, etc.

Show materials.

Children respond.

During Centers:

Encourage children to record their research using a variety of modalities, i.e. graphs, pictures, diagrams, etc. Compare and contrast weather in non-fiction texts to depictions of weather in the Read Alouds. Encourage children to act out being a meteorologist in Dramatization.

Guiding Questions during Centers:

- How does weather affect people, i.e., what they eat, what they wear, etc.?
- How will you convey your research to other people?
- How is the weather in _____ (*A Letter To Amy*) similar to or different from the weather in _____ (*Gilberto And The Wind*)?
- How is being a meteorologist- an expert in weather- similar to or different from being an expert in _____?

Thinking & 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 observe and record daily weather, i.e., graphs, charts, etc.

Invite a local meteorologist to visit the classroom.

Encourage families to watch the weather report on the news with their children.

Compare and contrast real weather with make-believe weather, i.e., *Cloudy With A Chance Of Meatballs*.





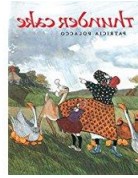
Baking Cakes



Dramatization

Standards:

ELA.SL.CC.PS.1 - 3
 ELA.SL.PKI.PS.1 - 3
 CA.DE.PS.1 - 3
 CA.DP.PS.1 - 2


Materials:

- *Thunder Cake*
- cake pans, muffin tins
- whisks, spatulas
- mixing bowls
- felt/tissue paper (to create crusts, etc.)
- pretend fruit
- beautiful stuff
- writing tools
- blank note cards/blank books
- Thunder Cake recipe and pages resources
- additional recipes, either printed out or in cookbooks, preferably from families

Vocabulary:

- thunder
- recipe
- ingredient

Preparation: Set up materials. After the Intro to Centers, be sure to include the text and photos in Dramatization.

Intro to Centers:

"In *Thunder Cake*, Patricia's Grandmother helps her to cope with **thunder** by baking a cake. Have you helped to bake something before?"

"Patricia's Grandmother pulls out a book of **recipes**, instructions that help us to make or bake something. Here is Grandma's Thunder Cake Recipe. After she finds the recipe, what does Grandma do next?... She makes a list of **ingredients**. I remember this word from *The Little Red Hen Makes a pizza*."

"In Dramatization, you can also bake a cake. Keep in mind the process to bake a cake: you will need to identify a recipe you like, make a list of ingredients, gather the ingredients, and then mix things together. Last, the batter will go into the oven."

"While you are making a cake, you might use these tools to help you."

Children respond. Support children by making connections to the text.

Show recipe.

Show illustration of Patricia's Grandmother writing a list of ingredients.

Children respond.

Name and model the available props, including the writing tools and note cards to make ingredient lists.

During Centers:

Children dramatize baking cakes. Encourage children to carefully consider recipes and their ingredient lists. Support children with gathering ingredients. If something is not present (e.g., eggs), how can children represent this ingredient with Beautiful Stuff or other materials in the classroom? Model using complete sentences with the appropriate vocabulary (e.g., I see you are mixing the batter with the whisk.)

Guiding Questions during Centers:

- Why do you like this recipe?
- How is this process similar or different from *Thunder Cake*?
- How does baking help Grandma and Patricia in *Thunder Cake*? How do you feel as you bake this?
- What ingredient might you change in this recipe? Why?
- How is Patricia's Thunder Cake the same or different from the cake at Peter's Party in *A Letter to Amy*?

Thinking & 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 families to share their recipes. Compile a class book that includes these recipes from home as well as the writing from this Center.

Note which recipes children are interested in. Bake this item together in class or before class. Discuss the process.



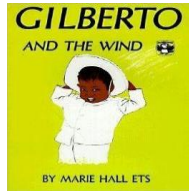


Stability Challenge



Standards:

ATL.IC.PS.1 - 6
 ATL.EP.PS.1 - 5
 ATL.RPS.PS.1 - 8
 CA.VA.PS.1 - 5
 ELA.LS.VAU.PS.1 - 3
 PHD.FM.PS.5, 6



Materials:

- *Gilberto And The Wind*
- Beautiful Stuff (include a variety of lighter material like paper towel rolls, plastic cups, foam blocks, Kapla blocks etc.)
- tape
- clipboards
- paper
- writing utensils
- images of structures resource
- images of children's *Block Towers*, Unit 1
- fan and/or hair dryer

Vocabulary:

- structure: something built
- stability/stable: not easy to move
- sturdy: strong
- topple: fall over
- results

Preparation: Set up materials.

Intro to Centers:

"In *Gilberto And The Wind*, the wind blew Gilberto's balloon, and the gate that he sat on. What do you notice?"

"What else did the wind blow in *Gilberto and the Wind*?"

"Today in Blocks, you can use Beautiful Stuff to build **stable structures** that the wind can't **topple**."

"After you build your **structure**, test its **stability** using these materials. I'm going to test this **structure**. How **sturdy**--strong--was it? How can I record my **results**?"

Show illustrations.

Children respond.

Children respond.

Show Beautiful Stuff.

Build simple structure.

Show blow-dryer and/or fan. Model testing.

Children respond.



During Centers:

Encourage children to create plans before building their structures. Encourage children to collaborate, i.e., one child could draw the plan and another child builds the structure. Encourage children to illustrate and label their structures. Support children in using measurement vocabulary to describe their structures, i.e., “Which structure is taller, ____’s or ____’s? How do you know?”, “Which structure is longer, ____’s or ____’s? How do you know?” Encourage children to make predictions and record results of stability testing. Compare and contrast the Beautiful Stuff that children are testing to the objects in *Gilberto and the Wind*.

Guiding Questions during Centers:

- How does the position (closer, farther away) and/or the velocity (faster, slower) of the wind source, affect your structure?
- Why do you think your building tipped over?
- How can you improve your structure so the wind won’t blow it over?
- Why do you think this material will be useful to create a stable structure?

Thinking & 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:

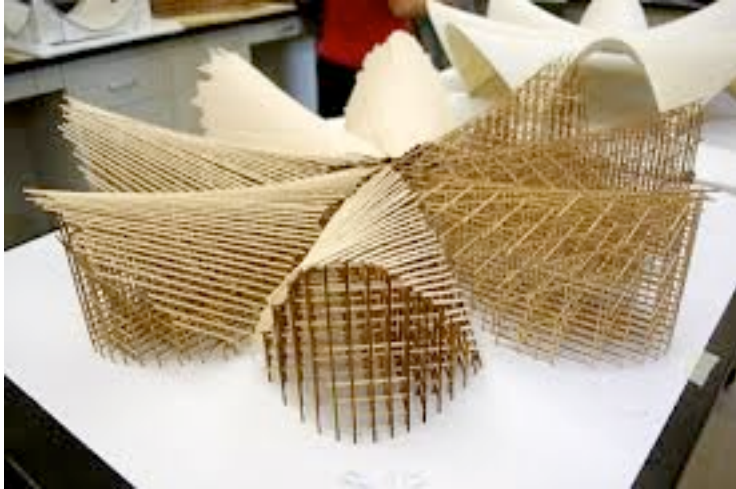
If there is construction happening in the neighborhood, visit the site with children and invite them to sketch and photograph what they notice about materials, design, process, etc.

Encourage children to think about the structure of their school, and what about the construction makes their school a stable structure.

Invite an architect or construction worker to the classroom to speak to the class about the design/construction process.









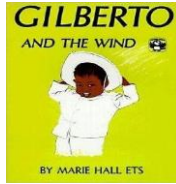
Using Sailboats



Discovery

Standards:

CA.DE.PS.1 - 3
 ELA.SL.CC.PS.1 - 1b
 ELA.SL.PKI.PS.1 - 3
 PHD.FM.PS.1, 5,6

**Materials:**

- *Gilberto And The Wind*
- children's sailboats
- images of sailboats (see Resources)
- smocks
- clear bins with water
- straws

Vocabulary:

- sail
- wind
- propel: move something forward
- Improve: make something better
- passenger

Preparation: Set up materials.

Intro to Centers:

"In *Gilberto And the Wind*, the **wind propelled**--moved-- Gilberto's sailboat across the water. What do you notice?"

"Today in Discovery, you can **sail** the sailboats you created in the Art Studio. How are your sailboats similar to or different from Gilberto's sailboat?"

"How can you **propel** your sailboat across the water?"

"One way to **propel** your sailboat is to make wind by blowing with your mouth."

"What do you predict would happen to your sailboat if the **wind** were _____(gentle, strong, etc.)?"

Show illustrations
Children respond.

Show children's sailboats
Children respond.

Children respond.

Model.

Children respond.

During Centers:

Encourage children to make predictions and experiment with different strengths of wind. Encourage children to experiment and record, i.e., which boat sailed the farthest, fastest, etc.? Guide children to consider how their boat design impacts the successful sailing of their boat. Encourage children to transport passengers and/or cargo in their sailboats and consider the variables of weight, quantity, and capacity.

Guiding Questions during Centers:

- How could you make your sailboat sail faster? Slower?
- How do different strengths of wind affect the water?
- How is a sailboat similar to or different from other forms of transportation?
- How does the size/ shape/ construction of your boat affect how it sails?
- How could you improve your sailboat?
- What do you notice when you add passengers?

Thinking & 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.

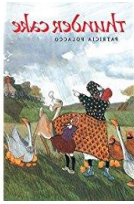
Provocation:

Encourage children to research water movement, i.e. waves and currents, and how weather affects water movement. Add props such as eggbeaters, waterwheels, whisks etc. for children to experiment with different ways of moving water.

Arrange a field trip to Jamaica Pond, the Charles River, or Boston Harbor to observe real sailboats. Interview a captain or a sailor on one of these boats.



Thunder Cake Recipe Cards



Standards:
MELDS.M.MP.PS.6
MELDS.M.CCC.PS.2
MELDS.M.OAT.PS.1
MELDS.M.OAT.PS.2

Materials:

- *Thunder Cake*
- ingredients and recipe card resource
- (paper) plates
- number line

Vocabulary:

- ingredient
- names of ingredients
- first, second, third etc.
- recipe
- directions
- gathered: collected

Preparation: Print out several copies of the ingredients and recipe cards and write numbers in the left column. Laminate and cut out the ingredients and recipe cards.

<p>Intro to Centers:</p> <p>“In <i>Thunder Cake</i>, Grandma and Patricia gathered the ingredients to make a Thunder Cake.”</p> <p>“On the last page you can find the recipe to make a Thunder Cake. It lists the ingredients and directions.”</p> <p>“Today in Puzzles and Manipulatives, you can make your own Thunder Cake.”</p> <p>“You can pretend that this plate is your cake crust. I’m selecting a recipe card and add the number of ingredients listed on this recipe card on my crust.”</p> <p>“How many tomatoes should I add to my crust? How do you know?”</p>	<p><i>Show illustrations.</i></p> <p><i>Show material</i></p> <p><i>Model</i></p> <p><i>Children respond</i></p>
---	---

During Centers:

Support children in counting ingredients listed on their recipe cards. Have a number line available as a resource. Use dots instead of numbers if needed.

Guiding Questions during Centers:

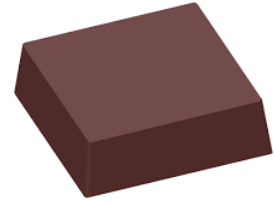
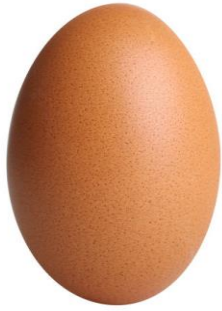
- If you don't know what number this is, what could you do?
- This recipe cards calls for 3 tomatoes. Which recipe card lists the most tomatoes?
- How many ingredients are in this recipe? How do you know?
- Did you use a recipe before? What did you make? What were the ingredients?

Thinking & 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 draw/write their own recipe cards.
Use a recipe card to make play dough.



eggs	
milk	
chocolate	
flour	
sugar	
tomatoes	
strawberries	

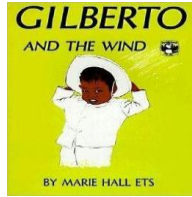


Let's Find Out About It: What Does Air Move?

Standards:

ELA.SL.CC.PS.1 - 3

ELA.SL.PKI.PS.1 - 3



Materials:

- *Gilberto And The Wind*
- Beautiful Stuff
- fan or hair dryer
- chart paper
- markers
- index cards with visuals of the objects
- tape

Vocabulary:

- record: write something down
- experiment: try something
- Scientist
- predict: what you think will happen
- observe: watch and listen carefully
- results: what happened

Preparation: Set up materials.

Let's Find Out About It:

"In *Gilberto And The Wind*, the wind blew Gilberto's pinwheel and sailboat. What do you notice?"

"Today, we will be **scientists** and conduct an **experiment**. We will see what happens when wind blows on different objects. We will **record** the **results** of our **experiment**."

"Here is a _____. What do you notice?"

"What do you **predict** will happen when wind blows on the _____?"

"What did you **observe**? Why do you think that happened?"

"How can we **record** the **results**?"

Show illustrations. Children respond.

Show materials.

Pass around object. Children respond.

Children respond.

Blow air on object with fan or blow dryer.

Children respond.

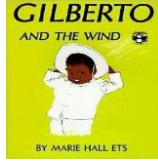
Children respond.

Model recording results.

Repeat experiment with additional object(s).



Let's Find Out About It: Pinwheels & Kites



Materials:

- *Gilberto And The Wind*
- images of pinwheels and kites resources
- pinwheel
- kite

Vocabulary:

- pinwheel
- kite
- vane
- blur: blend together
- tail
- balance
- control
- rhombus
- spin: move in a circle

Preparation: Set up materials.

Let's Find Out About It:

"In *Gilberto And The Wind*, the wind **spun** Gilberto's **pinwheel** and blew the kites of the older boys."

"What did the wind do when Gilberto tried to fly his kite?"

"Here are images of **pinwheels**. What do you notice?"

"A **pinwheel** has **vanes**---strips attached to the center. When the wind blows the **pinwheel**, it makes the vanes **spin**. When **pinwheels spin**, the colors **blur**-- blend together."

"Here are images of **kites**. What do you notice?"

"Some **kites**, like Gilberto's, are **rhombuses**. Other **kites** are different shapes."

"Many **kites** have a **tail**--a long strip of fabric or paper at the bottom. The **tail balances**--holds steady--the **kite** in the wind. You **control** the **kite** by moving the string you hold in your hand."

"You can make a **pinwheel spin** by blowing on it, but it takes a much stronger wind to fly a **kite**."

Show illustrations.

Show illustration. Children respond.

Show images. Children respond.

Show images, pointing to the vanes of the pinwheels, or model, using a real pinwheel.

Show illustrations/ images. Children respond.

Show illustrations and images.

Show images or real kite, pointing to the tail. Model controlling the kite.

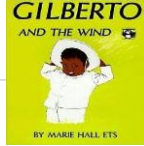


Let's Find Out About It: Umbrellas

Standards:

ELA.SL.CC.PS.1 - 3

ELA.SL.PKI.PS.1 - 3



Materials:

- *Gilberto And The Wind*
- images of umbrellas resource
- umbrella
- small bin or tub
- spray bottle of water
- washcloth
- Items that repel (smock, rain boots etc.) and absorb (paper towel, sponge etc.) water

Preparation: Set up materials.

Vocabulary:

- canopy
- fabric
- handle
- shelter
- water-repellant /absorbent
- curved
 - saturated

Let's Find Out About It:

"In *Gilberto And The Wind*, the wind blew Gilberto's umbrella and broke it."

"Here are images of umbrellas. What do you notice?"

"Here is the umbrella's **canopy**. How does the shape of the **canopy** provide **shelter**--protection--from the rain?"

"What do you notice when I spray water on the umbrella?"

"Umbrellas are made with **water-repellant fabric**--the **fabric** doesn't let water in."

"Umbrellas sometimes have **curved handles** that make it easier to hold on to them in a strong wind."

"Now I'm placing a washcloth on top of the umbrella and spray it with water. What do you notice?"

"The washcloth absorbs the water, it soaks up all of the water so no water is running off the umbrella."

"When I keep spraying water on the washcloth it will become saturated, it can't hold anymore water. What is happening?"

"Do you think this ____ repels or absorbs water? Why do you think so?"

"Can you think of some other items that repel/absorb water?"

Show illustrations.

*Trace the umbrella's canopy.
Children respond.*

*Model spraying water gently on umbrella.
Children respond.*

Point to water running off the umbrella.

Trace curved handle. Model holding the handle in a strong wind.

Children respond.

Point to the water running off the umbrella.

Show several items that repel /absorb water.

Children respond.

Umbrellas















IWM



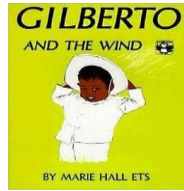


Small Groups: Story Sequence Cards

Support level: Medium

Standards:

ELA.SL.CC.PS.1 - 3
ELA.SL.PKI.PS.1, 3
ELA.RL.KID.PS.1 - 3
ELA.RL.IKI.PS.1-2
ELA.RL.LTC.PS.1

**Materials:**

- *Gilberto And The Wind*
- white cardstock
- Story sequencing cards Resource
- blank books
- writing utensils

Vocabulary:

- first
- next
- last
- sequence
- beginning
- middle
- end

Preparation: Copy several pages from the book that children can sequence or use the story sequencing cards pictures Resource. Print onto cardstock. If possible, laminate several copies of the story sequence cards.

Procedure:

Children work individually or in pairs to **sequence** images from *Gilberto And The Wind*. As children **sequence** the cards, encourage them to use the vocabulary '**first**', '**next**', and '**last**' or '**beginning**', '**middle**', and '**end**' as they retell the story. Encourage children to draw their own versions of the stories in a blank book. Scaffold by reviewing *Gilberto And The Wind* to support children's recall of the story **sequence**.





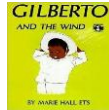


Small Groups: What Can Air Move?

Support level: High

Standards:

ATL.IC.PS.2, 5
CA.VA.PS.1, 2, 4
ELA.SL.CC.PS.1 - 3
PHD.FM.PS.1, 5,6



Materials:

- *Gilberto And The Wind*
- tabletop or hand-held fan
- hair dryer
- tray
- chart paper
- marker
- variety of objects of different sizes/ weights, i.e., corks, aluminum foil, ping pong balls, stapler, etc.

Vocabulary:

- speed
- heavy
- light
- observe: watch and listen carefully
- results: what happened
- experiment: try something
- test
- predict: what you think will happen
- data

Preparation: Set up materials.

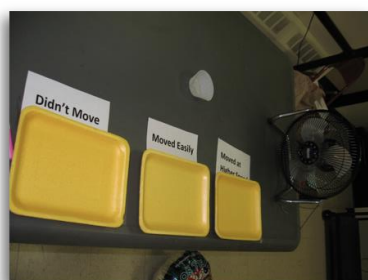
Procedure: Show illustrations from *Gilberto And The Wind*. Encourage children to notice how the wind moved some things very easily, but was unable to move other objects. Tell children that they will conduct an **experiment** to **test** whether wind is able to move various objects.

Set out tray with objects to be **tested**. Ask a child to pick one of the objects and to describe how the object feels, i.e., **light, heavy**, etc. Ask child to **predict** if the wind will move the object, and to explain why or why not. Have other children hold the object and make **predictions**. Use an **observational data** chart to record children's **predictions**.

Encourage children to **observe** and discuss what happens when the object is placed in front of fan/ hair dryer at low speed. If object did not move, turn fan/ hair dryer to high speed and re-test. Record **results** on observational **data** chart.

After all objects have been **tested, experiment** using wind to move objects on different surfaces, i.e., the rug, to see how that impacts the movement of the objects.

Encourage children to identify the variables that affected the movement of the objects..



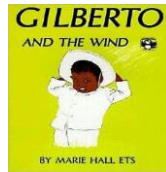


Small Groups: Blowing Objects Through Straws

Support level: Independent

Standards:

ATL.IC.PS.2, 5
CA.VA.PS.1, 2, 4
ELA.SL.CC.PS.1 - 3
PHD.FM.PS.1, 5,6



Materials:

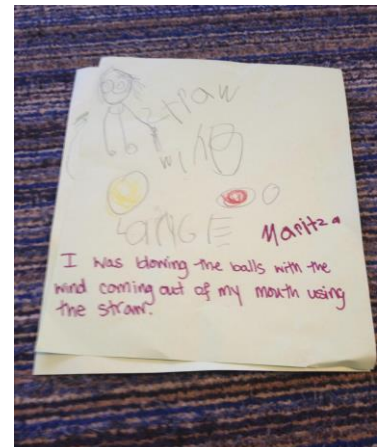
- *Gilberto And The Wind*
- plastic straws
- small objects (pom-poms, marbles, inch-cubes, feathers, pattern blocks, etc.)
- tray for objects
- clipboards
- pencils

Vocabulary:

- force
- strong: not weak
- record: write something down
- results: what happened
- experiment: try something

Preparation: Set up materials.

Procedure: Give each child a straw, clipboard, and pencil. Tell children that they will continue to **experiment** with using wind to move objects, and that they will make wind by blowing through straws. Show tray of objects. Tell children to test one object at a time by blowing on it through a straw. Remind children that scientists **record results** of their **experiments** and that they can use the clipboards and pencils to **record** their own **results**, with pictures, words, and/or dictation. Encourage children to **record** how far/fast each object moved when they blew on it. Encourage children to experiment and see if they can generate **stronger** wind by blowing together through straws.



<p>Unit 3</p>  <p>Week 1</p>	<p>Small Groups: Making Wind Socks</p> <p>Medium Support</p>	<p>Math SG1</p>	<p>Standards: MELDS.M.MD.PS.10 MELDS.M.MD.PS.11 MELDS.S.ED.PS.3</p>
---	---	---------------------	--

Guiding Math Ideas:

- Making sense of physical world using math- language, weather observations, measurement tools.
- Language of math- comparison words.

Math Concepts from Unit Learning Progressions:

- Using math to observe the weather.
- Math helps us describe and make sense of the physical world.
- Matching measurement tools to their purpose.

Note: This activity also meets Science standards.

Materials:

- toilet paper or paper towel cardboard tubes
- various colors of tissue or crepe paper cut into strips
- string or yarn
- Markers and/or stickers
- Stapler
- Pictures of Wind Socks and Anemometers in Google Drive folder (or real ones, if you have them)
- Journal for recording observations.



Math Vocabulary:

- speed- How fast something goes.
- anemometer- a tool that measures how fast the wind is blowing.
- wind Sock- a big tube that hangs from a pole and shows which way the wind is blowing.
- observation- a special way of looking closely at something to find out more about it.
- journal- a book we use to write down our math and science observations.

Preparation:

Prepare the cardboard tubes by stapling a looped string on one end for children to hold. Cut the tissue paper into thin strips, about 1 X 12 inches. Assemble materials in small group area.

Procedure:

Introduce the activity:

We are reading books about the wind and dancing with scarves as we listen to wind sounds. What have we learned about the wind?

Children give answers.

Scientists and mathematicians measure the wind to see how fast it is blowing and where it is coming from. Here are some pictures that show how people use special measuring tools to keep track of the wind. The tool for measuring how fast the wind is blowing is called an anemometer. The tool for telling the direction (where wind is coming from) is called a Wind Sock.

Show pictures.

*Today we are going to make our own Wind socks. We will use them later on outside. We can use them all week to help us see how strong the wind is blowing. We will make some **observations**. An observation is a special way of looking at something very closely to find out more about it and remember. We will use our **journal** [Show journal] to keep track of what we observe.*

Invite children to make their wind socks.

They will decorate the tubes with markers and stickers, and choose the colors for their streamers. Assist them with stapling the streamers onto the tubes. If time permits, head outdoors for children to play with their wind socks. If not, save them and take them outdoors as soon as possible. Outdoors, children can stand still and see if the wind will blow their wind socks streamers on its own. Or run around holding the wind socks and notice how their streamers fly in the air. Be sure to talk about the speed of the wind during a whole group time throughout the week. Each day, encourage children to use their wind socks and observe the wind blowing the streamers. Write down any observations about the wind in journal and read to children at end of the week or unit.

Strategies to Provoke Math Thinking:

- Measuring is a complex content area, although it is considered to be the most practical of all math areas. This activity introduces two specialized tools designed to measure wind direction and speed. Over the year, many different measuring tools will be introduced, along with their functions. Whenever possible, have actual measuring instruments available for children to experiment with on their own.

Documentation:

Keep track of how many measurement tools you introduce during the year and the associated vocabulary words.

Provocation:

Observations in the real world: Many buildings have anemometers installed on them. Encourage children to look for these special tools, as well as wind socks that are always located at airports, as they make connections between this activity and the physical world.





Images downloaded from

<https://www.bing.com/images/search?view=detailV2&ccid=3F95Sbwi&id=6597591C28FA984B34044BA B943C0E0C4EDFCE06&thid=OIP.3F95Sbwi0fvX71JjgsKtGwHaKQ&mediaurl=http%3A%2F%2Fwww.infidigm.net%2Fprojects%2Fwindmeter%2Fwindmtr.jpg&exph=722&expw=521&q=anemometer&simid=608028974983417731&selectedindex=8&ajaxhist=0&vt=Default>

And

https://www.bing.com/images/search?view=detailV2&ccid=N3Mj9k7k&id=568EFEF9E7A57F40755C47B3F1DC1A0DD1784576&thid=OIP.N3Mj9k7kzyo-HddLZ4EyqQHajD&mediaurl=http%3a%2f%2fwww.hollandaviation.nl%2fimg%2fproduct%2f12_0_HA_120_RG_L807.jpg&exph=489&expw=400&q=windsock+picture&simid=608049204332528040&selectedindex=8&ajaxhist=0

Unit 3  Week 1	Small Groups: Bucket Balance Low Support	Math SG2	Standards: MELDS.M.MP.PS.5 MELDS.M.MD.PS.2 MELDS.M.MD.PS.11
---	--	-------------	---

Guiding Math Ideas:

- Language of Math- Comparison Words
- Representing number relationships with toys, manipulatives and puzzles

Math Concepts from Unit Learning Progressions:

- Beginning comparison of groups for more or less (visual estimating/counting).
- Using manipulatives to represent relationships
- Experimenting with measurement: Directly comparing 2 or more items on an attribute
- Growing use of accurate measurement terms

Materials: <ul style="list-style-type: none"> ● Bucket Balance ● Additional pan balance, bucket balance or scale, if available. ● 1 " cubes, Geometric solids, small assorted toys. ● Paper cups or coffee filters or other lightweight containers ● <i>Balancing Act</i> by Ellen Walsh (optional) 	Math Vocabulary: <ul style="list-style-type: none"> ● equal- when things are the same ● heavier- Something that weighs more than something else ● lighter- Something that weighs less than something else
---	---

Preparation:

Make sure that the bucket balance and blocks/manipulatives are available during the unit prior to this small group for children to explore and experiment with them. Gather materials in small group area. Add another bucket balance, pan balance, or a scale, if available in your program, in order for more children to participate. Place *Balancing Act* by Walsh, place in small group area as a resource.

Procedure:

Introduce the activity:

*We are experimenting with lots of ways to measure things in our classroom. We can measure the wind; we can measure water and rain; and we can measure objects to see how heavy they are. Tools help us measure. Here is a tool called a bucket balance. It helps us see whether things in each bucket weigh the same, which means they are **equal**. It can also show us which bucket is **heavier** (weighs more) and which one is **lighter** (weighs less). We can put things in the buckets to experiment.*

Children play and experiment with the bucket balance. Since only a few children can use the bucket balance at once, distribute the paper cups/coffee filters to the children and encourage

children who are not working with the bucket balance to place items inside them and guess or estimate which cup is heavier. Use additional scales if available.

Strategies to Provoke Math Thinking:

- Representation and relationships are key math *process* concepts (overarching concepts that cross all content areas). Many math problems involve determining whether one quantity is more or less than another in quantity or other attribute, such as weight or volume. See Unit 3 *Where's the Math Teacher Support* document for additional information about the importance of math processes .
- Use naturally occurring questions/problems during your normal routines, such as who has more green beans at lunch, or which truck is bigger or holds more blocks, as opportunities to talk about math relationships.

Documentation:

As children work, write down their observations and comments, noting their use of comparison words and their understanding of measuring, tools and relationships.

Provocation:

Use the block center and any dump trucks or other vehicles that will hold blocks. Encourage children to use their math language as they compare which trucks hold more and which truck would be heavier when it is full of its block cargo.

Measurement tools: Keep in mind that the numbers that are associated with measurement tools can be confusing to children, such as the numbers on a measuring tape compared with the numbers on a measuring cup and the amounts they represent. Give numerous opportunities for children to explore many types of measuring tools.


<p>Unit 3</p>  <p>Week 1</p>	<p>Large Group: Play Like a Windy Day</p>	<p>Math LG</p>	<p>Standards: MELDS.S.PS.PS.5 MELDS.M.G.PS.5 MELDS.M.MD.PS.11</p>
---	--	----------------------------------	--



Image Downloaded from Amazon.com

Guiding Math Idea:

- Making sense of the physical world using math- language, weather observations, measurement tools
- Language of Math- Comparison words.

Math Concepts From Unit Learning Progressions:

- Math helps us describe and make sense of the physical world.
 - Moving objects and our bodies and describing relative positions in space.
 - Growing accuracy in using measurement terms.
- Note: This activity also meets Science Standards.

Adaptations for Using Large Group In Alternate Schedule Slots:

- Play the Wind Music any time you would like to adjust the energy/activity level of the room. Encourage children to match their actions to the mood and style of the music.
- Use the wind music as a transition to rest time.

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Like a Windy Day</i> by Frank Asch & Devin Asch ● Scarves ● Flip chart with the Action Words for the Wind from Book ● Music with Wind Sounds https://www.youtube.com/watch?v=rCvgt7l3YX4 	<p>Math Vocabulary: <i>These describe differences in speed and intensity of the wind</i></p> <table> <tr><td>play</td><td>zoom</td></tr> <tr><td>race</td><td>scatter</td></tr> <tr><td>turn</td><td>fly</td></tr> <tr><td>wave</td><td>snap</td></tr> <tr><td>lift</td><td>steal</td></tr> <tr><td>drive</td><td>sail</td></tr> <tr><td>shake</td><td>soar</td></tr> <tr><td>blow</td><td>crash</td></tr> </table>	play	zoom	race	scatter	turn	fly	wave	snap	lift	steal	drive	sail	shake	soar	blow	crash
play	zoom																
race	scatter																
turn	fly																
wave	snap																
lift	steal																
drive	sail																
shake	soar																
blow	crash																

Preparation:

Read this book any time during Week 1 .Go through the book and make a list of the action words that describe what the wind does to objects. Distribute one scarf per child. Cue up the Music.

“This week we have been reading books and talking about the wind. I have a book that shows many ways that the wind moves things. Even though we cannot really see the wind, look on the pages as I read the book, and see if you can tell how these authors-illustrators decided to draw the wind.”

“There were a lot of different words for how the wind moves things. Some of the words describe the wind moving slowly. Some of the words describe the wind moving fast, or spinning around, or blowing things high or low. Does this word mean the wind is moving things fast or slow? Up or down?”

“I would like to play like the wind, wouldn’t you? Here are some scarves for us to dance and pretend that the wind is moving us. When I say a word from our book, try to move or dance like that word. Sometimes the wind moves fast. Sometimes it moves slowly. Sometimes it is very strong and blows things over. Sometimes it is very light, and just blows people’s hair around. I have some music I’d like you to hear. Listen to it with me for a minute and see if you can hear the wind.

What does the wind sound like?
Let’s listen to the wind music and dance with our scarves. Is the wind music fast and loud?

It sounds soft and slow to me. Let’s try to move like the wind in this music.

Show cover of book.

Show the first few pages of the book and discuss with children how the author-illustrators drew the wind to look like a cloud person. Ask them to find the “wind” on each page as you read the book.

If time permits read the book again and point out the different words that describe the wind.

OR

Show your list of the words. As you read several words, ask children to show you with their bodies how the wind moves things.

Distribute scarves.

Choose a few words from your list such as race, fly, turn, lift, shake, soar and have the children use their scarves and bodies to make those actions.

Use words to compare the different ways that wind moves.

Cue up the music and let children listen to it for a few minutes.

Children make whooshing noise.

Children free dance accompanied by the wind music.

Ask children to listen carefully to the wind music and move in harmony with the soft and quiet music, as the activity comes to an end.

Strategies to Provoke Math Thinking:

- This activity raises children’s awareness of time, tempo, and relative speed. Use a rich variety of vocabulary words to describe the different rates as which wind blows.

- STEM: Motion, speed and stability are science concepts that are measured using numbers and measurement tools. Promote STEM activities and thinking throughout this Unit.

Provocation:

Search for other recordings of winds and or storms with different types of moods and actions.



Songs, Word Play & Letters

Unit 3, Week 1

Day 1:

Materials: Poetry Posters, six or seven picture cards from Unit 2 and clues

HANDS

Procedure:

- Put both hands high up in the air over your heads and ask children what they think is coming up next.
- Recite the poem.
- Point to the word “Hands” (without reading it) at the beginning of each of the first three lines. Ask if they know what word this is. Make the /h/ sound to give a hint if they need it, while running your finger under the word.
- Read the first three lines, underlining the print. Read the fourth line, and then point to the last word and ask children what it says. Confirm the word is go, Say, this is a word you can make with letters from the word BINGO. We will sing it later this week.

COME ON AND JOIN IN THE GAME

Procedure:

- Say, “*The name of this song is “Come and Join in the Game.” We are going to sing some familiar verses, ones you have sung before, then sing two new verses.*”
- Sing 3 verses (“clapping”, “sneezing”, “yawning”).
 - Add 2 new verses (“brush hands”, “bend elbows”).

THREE LITTLE MONKEYS

Procedure:

- Recite the poem with the motions and pause to give the children a chance to chime in with the number of monkeys remaining.

IF YOUR NAME STARTS WITH [] RAISE YOUR HAND

Procedure:

- Say, “*Next we are going to play the name game. I will say a sound and you will think about your name. If your name begins with the sound I say, raise your hand.*”
- Present one or two practice sounds first, i.e. Say something like, *If your name begins with /s/, and your name is Sally you would raise your hand.*

- Make sure to give everyone a turn.

GUESS MY WORD

Procedure:

- Select six or seven picture cards for words from unit 2 that you want children to review.
- Give clues and ask children to raise their hands if they have an idea of what the picture is. After they guess, show the picture and have children repeat its name with you. Words and clues are in SWPL materials.
- Start with clues that are not story based. If children don't guess the word give the story clue. Use a sound clue **ONLY** when children don't get the word with the other clues.

Unit 3, Week 1, Day 2

Day 2:

Materials: Book, Time for Bed, poetry poster

THE WHEELS ON THE BUS

Procedure:

- Say something like, “*The first song we are going to sing today starts like this (do hand motion for wheels going around). What song do you think it is?*”
- Sing familiar verses then say, “*We are going to sing two new verses now, first we will sing “the singers on the bus go Tra-la-la” then “the dogs on the bus go woof, woof, woof.”*”

MIX A PANCAKE

Procedure:

Tell the children, “*Next we are going to read a poem about a pancake.*”

- Read the poem and underline each line as you read.
- Ask the children if they know why the cook in the illustration tosses pancakes up in the air. If no one knows, explain that pancakes must be cooked on each side.
- Show a pancake turner (spatula). Say, *most people use this tool to turn or flip pancakes, but some cooks turn pancakes by tossing them in the air with the pan.*
- Tell the children that they may flip their pancakes (model motions with your hand as if using a pancake turner) or toss them, whichever they prefer, as they recite the poem again.

TIME FOR BED (and Can You Think of Words that Rhyme?)

Procedure:

- As you show the cover say, “*We have read this book before, so you’ll remember the title is...*” If needed, prompt by saying slowly, Time for...
- Read the book as usual pointing to the animals, letting children chime in.
- When you are finished reading, turn to the cat page. Read it aloud and ask the children if *cat* and *that* rhyme. Ask children to think of other words that rhyme with *cat* and *that*.
- If children offer nonsense words that rhyme, accept them. You might say, “*Zat is not a real word, but it rhymes with cat-the have the same last part.*”
- When finished review all the rhyming words that have been used (*cat, that, rat, hat, bat, mat, pat, flat, sat*).
- Then, choose another animal from one of the pages and proceed in the same way.

I'M A LITTLE TEAPOT

Procedure:

- Sing the song, leading the children in the motions.

Unit 3, Week 1, Day 3

Day 3:

Materials: Poetry posters, picture cards-Gilberto and the Wind book clothespin, sailboat, pinwheels & sombrero

STAND UP

Procedure:

- Recite or read the poem, leading the children in the motions.

I'M THINKING OF _CLUE GAME (Gilberto and the Wind)

Procedure:

- Hold up the book Gilberto and the Wind. Say, *Today, we will play a game with words from the book. I am going to give you clues.* Remind them to raise their hands when they have an idea. If children call out answers instead of raising their hand, put your index finger to your mouth to remind them not to.
- For clothespins, say, *these hold the wash on the line to dry. The wind sometimes pulls these off the line, when we say this, we hear two parts (clap two times) it begins with /k/.*
- For sailboat, say, *Gilberto played with one of these on the water. The wind helps it move. When we say this word, we hear two parts (clap two times) It begins with/s/.*
- For pinwheels, say, *Gilberto blew on this toy to make it move and then held it up for the wind to blow for him. This toy turns so fast sometimes that part of it becomes a blur. When we say this word, we hear two parts (clap two times). It begins with/p/*
- For sombrero, say, *This is a Spanish word for a kind of hat. When we say this word, we hear three parts (clap three times) It begins with /s/.*

IF YOU'RE HAPPY

Procedure:

- Sing three verses (“clap hands”, “stomp feet”, and “shout hurray”).
- Sing the combination verse (“Do all three...”).

MY BIG BALLOON

Procedure:

- Say something like, *“Today, I am going to teach you a new poem about a big balloon! The poem is called, “My Big Balloon.”*
- Recite or read the poem. Tell children to pretend that they are holding a balloon and getting ready to blow it up.

HEAD, SHOULDERS, KNEES & TOES

Procedure:

- Sing the song as usual, touching different parts of the body as you sing about them.
- Tell the children you are going to sing the song a second time, this time humming as you touch each body part rather than saying the words out loud.

Unit 3, Week 1, Day 4

Day 4:

Materials: poetry posters, felt pieces for Down by the Bay, Letter for: B, I, N, G, O and T, R, S, W

APPLES AND BANANAS

Procedure:

- Tell the children that they are going to learn a new song that is kind of silly. It is called “Apples and Bananas.”
- Sing the song slowly, emphasizing the vowel sounds. Children join in as they wish.

BINGO (and WE CAN CHANGE IT AND REARRANGE IT)

Procedure:

- As you place the letters B, I, N, G, O on the board, ask the children to help you name them.
- Sing the song as usual, removing one letter for each verse and replacing just that letter with a clap.
- When finished put B, I, N, G, O back on the board. Say “*You know this word is Bingo, but if I replace B with T which says /t/, the word changes to Tingo.*”
- Replace T with R and let the children guess what the new word is. Continue with S and W.
- As the letters are put away, tell children that they can make a lot of words with the same letters, and that they can change and rearrange letters to create different words.

BOOM! BANG!

Procedure:

- Say, “*We are going to learn a poem that has a two-word title that also sounds like thunder.*” (Say the title in full voice) Boom! Bang!
- Recite or read the poem.

DOWN BY THE BAY

- As you place the flannel pieces on the board as children if they know what song they are about to sing.
- Sing the familiar verses. Take off the flannel pieces for one verse before you put up the one for the next verse.
- Then say, “*Now we will add new verses; first we will sing, “have you ever seen a dog, kissing a frog?” then “Have you ever seen a mouse, painting a house?”*”

Unit 3, Week 1, Day 5

Day 5:

Materials: poetry posters, clip board or easel with paper, marker, book: Gilberto and the Wind

RAINDROPS

- Tell the children there is a new poem called “Raindrops”.
- Recite or read the poem.

Guess What Word I am Saying: *Gilberto and the Wind*

- Show the cover of *Gilberto and the Wind*. Say, “We are going to play a game where I say words in a funny way and you say words the right way.”
- Model the game using a few words that are in the book. You might say, “If I said g-(pause)-ate, you would say gate. If I said, br-(pause)-oom, you would say broom.”
- Present other words, one at a time from *Gilberto and the Wind* in a funny way.

IF YOU'RE HAPPY

- Sing three verses (“clap hands”, “stomp feet”, and “shout hurray”).
- Sing the combination verse (“Do all three...”).

ALPHABET CLUE GAME!

Procedure:

- Choose a letter that has more than one line such as the letter F.
- Say, “*We are going to play the letter guessing game. Say, I’m going to think of a letter, give you one clue at a time, and you guess the letter. Reme Here is the first clue. Draw the first line of the letter, the vertical line of F. Ask children if they have any guesses about the letter you have in mind.*”
- Respond to each guess by talking about how that letter is made and drawing it on the side of your paper. For example, you might say, *H is a good guess because it has a long vertical line, like this. But I’m thinking of a different letter. T is a good guess. If I wanted to make a T, I’d add a line across the top. But I’m not thinking about T.*
- Add the next line and ask children to guess. Children might guess L or T Write those on the side and point out how they differ from what you have drawn so far. Add the last line to make F.
- Say, *If I added one more line here, it would be an E. Wouldn’t it?*
- Tell children you will play the game again on another day and do a different letter.

Unit 3



Week 1

Outdoor Learning Opportunities:

Catching Snowflakes

Standards:

M.MD.PS.2

ALT.IC.PS.3

S.ES.PS.1



Materials:

- Pieces of black felt (approximately 3" x 4")
- Laminated cards (approximately 4" x 6") with pictures of different types of snowflakes (search for Bentley snowflake images online)
- Glue stick
- Hand lenses
- Camera
- Book – *Snowflake Bentley* by Jacqueline Briggs Martin & Mary Azarian

Vocabulary:

- Snowflake
- Crystals
- Miracle
- Wonder
- Photograph

Fold the laminated card, with the snowflake images on it, in half. Glue the black felt on one of the inside surfaces so the card is like a book that opens to images of snowflakes on one side and the black felt on the other. Place these cards in the freezer to get cold.

Give each child their card and a hand lens, then go outside when it is snowing. Open the cards and let the snowflakes collect on the felt. Use the hand lenses to look at the snowflakes up close. Take photos of the snowflakes or have the children do drawings of the snowflakes.

Compare the images of the snowflakes with the ones found in the book, *Snowflake Bentley*.

Extension: Prepare individual cards with one image of a snowflake (from the book) per card, then cut in half. Laminate the cards. Give each child a card with half of a snowflake image and ask them to find another child with the other half of the snowflake. These can also be used as a match game.

Guiding Questions:

- Describe the snowflakes that you see. How many sides do they have?
- Are any two snowflakes the same? What similarities do you see? What differences?

- How do snowflakes form?

b

Unit 3 Week 1	Story Sequence: Small Groups Higher Level Technology Supplement	ISTE-S 3, 4, 5	Standard: ELA.SL.CC.PS.1 - 3 ELA.SL.PKI.PS.1, 3 ELA.RL.KID.PS.1 - 3 ELA.RL.IKI.PS.1-2 ELA.RL.LTC.PS.1
------------------	---	-------------------	---

[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

- Children are moving towards developing ideas and theories about how to complete a challenge and then pursuing answers and solutions by trying various programming strategies
- Children exhibit perseverance as they work to complete each challenge
- Process of identifying sequence of steps that will complete a challenge

Materials:

- Tablet/smart phone
- Sphero Mini edu app loaded onto digital device
- Sphero Mini synched to digital device

Vocabulary:

- Use vocabulary from original lesson
- Pathway
- Coding
- Direction (up, down, left, right)

Preparation:

[Sphero Mini](#)

This video explains setting up the Sphero Mini and provides a quick tutorial on how to use the Sphero Mini

Any Sphero can be used in the activities. The Sphero Mini was selected for the technology lessons based on affordability.

Procedure:

Sphero moves back, forward, right, left and rotates 360 degrees. Paper squares with direction arrows can be used to visually assist children in determining Sphero path. With teacher help, children will program Sphero to navigate the path constructed based on the story sequence.

Unit 3 Weeks 1,2	<h1 style="margin: 0;">Weather Research</h1> <p style="margin: 0;">Lower Level Technology Supplement</p>	ISTE-S 6	Standards: ELA.SL.CC.PS.1-3 ELA.SL.PKI.PS.1-3 ELA.RF.PC.PS.1-1c
------------------------	--	-------------	---

[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

- Children create original works using digital resources for new creations
- Children communicate complex ideas clearly and effectively using digital technology
- Children publish content that customizes message for intended audience

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Tablet or Smartphone ● List materials in the order they appear in the lesson ● <i>Title of Books</i> are italicized ● Make sure to list materials to reach all children (EL, children with special needs) 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Digital recording ● Publish recording
--	--

Preparation:

Tablet, Smartphone, or Camera

Procedure:

Children put together a weather report based on their observations of daily weather. Children are recorded using camera in tablet or smartphone in dramatic play as they become “meteorologists”