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Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme of weather. The main resource for the teacher is the *Weather Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and



phonics, math, social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting various types of weather. They are bright and colorful and give the children images to which they can relate the different types of weather as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness, and building knowledge and comprehension.



Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *¿Qué tipo de tiempo?*, is used to introduce the unit and provide pictorial support for the children's understanding of different types of weather. A wordless photo book, *El tiempo*, helps develop the children's oral language as they discuss and create a story for what happens during and after a weather event. A book created around the traditional nursery rhyme "The Itsy Bitsy Spider" provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged "lap size" book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *¿Qué tipo de tiempo?* and the traditional rhyme book *La pequeña arañita*.

The Teacher Resource CD included in the back of this Teacher's Guide provides a variety of features to supplement the lessons: all patterns from this Teacher's Guide (pages 82–104) in both color and black-and-white; the vocabulary word cards from this Teacher's Guide (pages 105–106) in both color and black-and-white; each of the books in this kit in interactive page-turning format; each of the books in this kit in pdf format; additional resources from this Teacher's Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



It's Raining



- *lluvia* and *nube* vocabulary concept cards
- “Charcos crecientes” song (p. 81)
- coffee filter
- clear jar or glass with a narrow neck
- tape
- water
- medicine dropper

Procedure:

- 1 Gather children together on the rug or in their chairs.
- 2 Display the *lluvia* vocabulary concept card.
 - Have children describe what they see in the picture.
 - Tell children that when it rains puddles can form on the ground.
- 3 Teach children the song “Charcos crecientes.”
 - Sing the song and do the actions for children so they become familiar with the words.
 - Encourage children to repeat after you as you sing the song again, one line at a time.
 - Ask children to join you and sing the song while doing the motions.
- 4 Ask children if they know where the rain comes from.
 - Allow children to share their prior knowledge about the rain. Accept all their responses.
 - Tell children they are going to do an experiment to learn how clouds release rain.
 - Show children the *nube* vocabulary concept card.
- 5 Tell children that you will use a coffee filter to show what a cloud does.
 - Display the coffee filter and discuss what it is used for. Allow the children to touch it.
 - Push the center of a coffee filter into the neck of a jar to form a white “cloud” inside the jar.
 - Tape the edge of the coffee filter to the lip of the jar. Tell children the jar will help collect the water.
- 6 Have children count as you add drops of water into the coffee filter. Add water until it “rains” inside the jar.
- 7 Help children conclude that it started to “rain” when the water became too heavy for the coffee filter to hold. Discuss how it rains when water becomes too heavy for clouds to hold.



Refer to the Audio CD track #6.



Extension

Have children estimate how many drops of water it will take before the coffee filter starts to allow water through it. Repeat the experiment several times. Is the number of drops always the same?

Weather Songs (cont.)

.....

Charcos crecientes

(cantada a la tonada de "María tenía un borreguito")

Gotas de lluvia caen a la tierra.

Caen a la tierra, caen a la tierra.

(Mueve los dedos hacia el suelo.)

Gotas de lluvia caen a la tierra,

charcos crecen grandes.

(Circula los brazos enfrente del cuerpo.)



lluvia

La lluvia cae sobre el niño y su paraguas.

Iluvia



Connecting Pieces: Activating Prior Knowledge

Ask children to look at the picture on this card and tell you what is happening. Does the boy look like he is having a good time? What is he holding and why does he need it? What would happen if he weren't holding an umbrella? Ask children to share any experiences they have had in the rain. Maybe they were caught in a big rainstorm or they played outside in the puddles while it rained lightly. Ask children to think about activities they can do in the rain and activities they can't do when it's raining. Discuss any special clothing that people wear when it rains or equipment that is needed, like an umbrella, rain boots, and a raincoat. Also discuss why it rains, why rain is needed, and why plants can't survive without it. Ask children to describe what it feels like when they get wet. Ask them questions like the following: "¿Se siente resbaloso?" "¿Se siente frío?"



Building Blocks: Phonemic Awareness and Phonics

Ask children to look at the picture on this card. Review your previous discussion about rain. Ask them to look at the word at the top of the card. Encourage them to look at the picture while they are thinking about what the word might be. Point out that the word begins with the letters *ll*, which makes the /y/ sound. Eventually tell them that the word is *Iluvia* and read it together. Next, direct children's attention to the sentence at the bottom of the card. Point to the words while you read them aloud. Encourage children to read the words while you are pointing to them. Read the sentence again, asking children to clap their hands when you get to the word *Iluvia*. Take turns having small groups of children read the sentence. First, have the boys read it while the girls listen. Next, have the girls read it while the boys listen. Have children make up sentences using *Iluvia*. Classmates should clap when they hear the word *Iluvia*.



New Ideas: Building Knowledge and Comprehension

Gather children and have them sit in a circle on the floor. Have children look at the card again. Ask them to close their eyes and think about what it sounds like when it is raining. Ask them to describe it while you record the words on the board. Ask children to take a tour of the classroom to see if they can find an object that can help them make a rain sound. Bring the class together again on the floor. Ask all children to play their rain-making objects at the same time and have a rain concert. You may want to gather some instruments ahead of time that would work well for this activity. Cardboard tubes filled with beans and taped at the ends are great for this.

¿Qué tiempo hace
en este lugar?
¿Podré salir afuera
para jugar?

