

Unit Title	Stormy Days	Date	Week 1
Focus Learning Objectives:		Focus Standards Addressed in this Unit:	
<p>The children will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate that print is read left to right and top to bottom 2. Count the number of words in a sentence 3. Make predictions about the daily weather 4. Describe the proper clothing needed for changes in the weather 5. Sequence changes in the weather 6. Describe the effects rain has on plants 7. Measure liquids using a rain gauge 8. Use objects to demonstrate simple addition and subtraction problems that total 6 or fewer 		<p>AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions. (4.1)</p> <p>AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information. (4.2)</p> <p>CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.3, 4.4, 4.5, 4.6, 4.7)</p> <p>CM 2: Understand basic patterns, concepts, and operations. (4.3, 4.4)</p> <p>CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area. (4.3, 4.4)</p> <p>CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions. (4.1 to 4.7)</p> <p>CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials). (4.1)</p> <p>CS 3: Acquire scientific knowledge related to life science (properties of living things). (4.3)</p> <p>CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky). (4.2, 4.3)</p> <p>LL 1: Comprehend or understand and use language. (4.1 to 4.6)</p> <p>LL 2: Comprehend and use increasingly complex and varied vocabulary. (4.2)</p> <p>L 4: Comprehend stories and information from books and other print materials. (4.1 to 4.5)</p> <p>LL 5: Demonstrate understanding of the organization and basic features of print. (4.1 to 4.5)</p> <p>LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. (4.1, 4.2)</p>	

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Guiding Questions:				Vocabulary Words:		
<ol style="list-style-type: none"> Can the children demonstrate that print is read left to right and top to bottom when following along with a read aloud? Can the children count the number of words in a sentence? Can the children make daily predictions about the weather? Can the children describe the proper clothing needed for changes in the weather? Can the children sequence the events when the weather changes? Can the children describe the effects rain has on plants? Can the children measure liquids using a rain gauge? Can the children use objects to demonstrate simple addition and subtraction problems that total 6 or fewer Can the children communicate through written representation? 				<p>Vocabulary: rain, rainy, raindrops, clouds, cloudy, partly cloudy, sunny, lightning, thunder, storm, stormy, rainbow, rain gauge, thermometer, temperature, raincoat, rain hat, rain boots, rainstick, umbrella</p> <p>Higher Order Questions:</p> <ul style="list-style-type: none"> If you are going to write a letter to someone, what would you write about? How do you know when rain is coming? What happens during a storm? What happens when a storm is over? What are some ways that rain can be helpful? How does the weather affect what you wear for the day? 		
Circle Time Activity	Monday	Tuesday	Wednesday	Thursday	Friday	
	<i>How does rain sound?</i>	<i>What can you do on a rainy day?</i>	<i>How does rain sound?</i>	<i>What can you do on a rainy day?</i>	<i>What can you do on a rainy day?</i>	
	<i>Weather Graphing</i>	<i>Weather Graphing</i>	<i>Weather Graphing</i>	<i>Weather Graphing</i>	<i>Weather Graphing</i>	
	<i>Dress the Weather Bear</i>	<i>Dress the Weather Bear</i>	<i>Dress the Weather Bear</i>	<i>Dress the Weather Bear</i>	<i>Dress the Weather Bear</i>	
Possible Assessments:						
<ul style="list-style-type: none"> Observe and record how each child gathers information and asks complex questions Observe and record how each child demonstrates that print is read from left to right and top to bottom Anecdotal records for how each child identifies and understands cause and effect relationships Use a checklist to determine if each child is able to identify numerals during circle time activities Use a checklist to determine if each child can compare sets of objects using more and less Observe and record each child choosing the types of clothing needed for different types of weather Anecdotal records of how each child can describe the current weather and how weather conditions can change from day to day Observe and record how each child uses new vocabulary acquired through conversations, activities, or listening to texts read aloud 						

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Small Group Activity	<p>Activity One: Shared Writing: Writing a letter to our parents based on <i>A Letter to Amy</i>. (focus activity) in Appendix for Unit 8</p> <p>Activity Two: Journal Writing: Observe the class plant(s). (focus activity) in Appendix for Unit 8</p> <p>Activity Three: Measure the Rain (focus activity) in Appendix for Unit 8</p> <p>Activity Four: Weather Chart (focus activity) in Appendix for Unit 8</p>		<p>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc.:</p> <ul style="list-style-type: none"> Assist with collecting and recording assessment information as children participate in learning centers Lead Small Group Activities: monitor use of the <i>Weather Chart</i> created by each child; make up scenarios of different weather conditions and have the child change their chart to match the weather conditions described 		
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> Observe and record how each child is able to understand and use new vocabulary words related to the weather Writing samples of each child’s ability to use a variety of writing tools in an appropriate manner Writing samples of each child using a combination of drawing, dictating, and/or writing in response to a text read aloud Anecdotal records of how each child is able to identify various features in print Anecdotal records of each child’s understanding of math language in regards to measurement Writing samples from each child’s journal entries and small group work Observe and record how each child is able to use their senses to observe, describe observations, and form conclusions 				
Story Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Picture walk through <i>A Letter to Amy</i> (Ezra Jack Keats)	<i>A Letter to Amy</i> (Ezra Jack Keats)	Picture walk through <i>Umbrella</i> (Taro Yashima)	<i>Umbrella</i> (Taro Yashima)	<i>Rain</i> (Robert Kalan)
<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> Observe and record how each child is able to understand and use new vocabulary words Observe and record how each child listens and responds to questions about a text read aloud, as well as asks questions about a text read aloud Checklist of how each child is able to follow agreed upon rules for discussions Checklist of each child’s ability to sequence story events Observe and document how each child is able to identify proper attire for the weather 					

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Music and Movement	<p><i>Start This Day With A Song</i> (Jack Hartman)</p> <p><i>Weather Song (What will the weather be today...)</i> (Dr. Jean)</p>	<p><i>Start This Day With A Song</i> (Jack Hartman)</p> <p><i>Workout to the Letter Sounds</i> (Jack Hartmann)</p>	<p><i>Start This Day With A Song</i> (Jack Hartman)</p> <p><i>Weather Song (What will the weather be today...)</i> (Dr. Jean)</p>	<p><i>Start This Day With A Song</i> (Jack Hartman)</p> <p><i>Workout to the Letter Sounds</i> (Jack Hartmann)</p>	<p><i>Start This Day With A Song</i> (Jack Hartman)</p> <p><i>Weather Song (What will the weather be today...)</i> (Dr. Jean)</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Checklist of each child’s ability to recall words to songs • Checklist of each child’s ability to sequence events from the songs • Checklist of each child’s ability to follow directions and the class rules 				
Outdoor Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><i>Puddle Jumping:</i> Children will practice jumping in and out of hula hoops placed on the ground while pretending they are rain puddles</p>	<p>Provide jump ropes for the children to jump over</p>	<p><i>Puddle Jumping:</i> Children will practice jumping in and out of hula hoops placed on the ground while pretending they are rain puddles</p>	<p>Provide jump ropes for the children to jump over</p>	<p>Parachute: The teacher will instruct the children to each grab a handle and raise the parachute up and down while a ball bounces in the center</p>
<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Checklist of each child’s ability to jump using two feet/one foot • Checklist of each child’s ability to follow directions 					

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LEARNING CENTERS						
	Fine Motor	Dramatic Play	Art	Nature/Science	Math/Number	
General Materials	<ul style="list-style-type: none"> • Small building toys • Manipulatives • Puzzles (variety) 	<ul style="list-style-type: none"> • Dress-up clothes • Kitchen set with dishes • Props for work, fantasy, or leisure • Dolls 	<ul style="list-style-type: none"> • Drawing materials • Paint materials • Collage materials • Art Tools (scissors, hole punch, stencils, rollers) • 3-D materials 	<ul style="list-style-type: none"> • Collections of natural objects • Living things • Books/games or toys • Activities 	<ul style="list-style-type: none"> • Counting materials • Measuring materials • Comparing quantities • Recognizing shapes • Written number materials 	
Focus Materials	Provide chenille stems and a metal colander; have children thread the chenille stems in and out of the holes in the colander or use lacing cards and laces	Provide umbrellas, raincoats, rain hats, and rain boots, so the children can dress up and pretend it's a rainy day; create a rainy day prop using an umbrella - punch holes along the bottom and attach raindrop cutouts using yarn	Encourage children to create rainy day scenes using finger paints; create umbrellas using muffin wrappers and pipe cleaners - take a pipe cleaner and bend it in the shape of an umbrella handle and then fold a muffin wrapper into a semicircle to represent the umbrella; provide cotton balls to represent clouds; create a rainbow using strips of colored paper	Add a rain gauge outside the classroom window for children to observe; provide a plant(s) for children to water and observe changes and growth; add a thermometer for children to observe changing temperatures	Include the Cloud Counting materials from the small group activity for children to explore with their peers (Focus activity) in Appendix for Unit 8	

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LEARNING CENTERS							
General Materials	Music and Movement	Sand/Water	Blocks	Books and Listening	Writing		
	<ul style="list-style-type: none"> • Music instruments • Tape player that children can use 	<ul style="list-style-type: none"> • Containers for sand/water • Materials that easily pour • Variety of sand/water toys 	<ul style="list-style-type: none"> • Unit blocks • Large hollow blocks • Homemade blocks • Accessories (toy people, animals, vehicles, road signs, etc.) 	<ul style="list-style-type: none"> • Variety of books • Tape player/books on tape • Head phones • Language materials 	<ul style="list-style-type: none"> • Writing implements • Paper • Chalk or dry erase boards • Scissors, tape, stencils 		
Focus Materials	Create a homemade rainstick using a postal shipping tube (may use a paper towel tube, but it won't be as sturdy) - cut a circle from a strawberry carton and place it inside the tube, add rice and seal; CDs by The Learning Station - <i>Rain Dance</i> and <i>You Can Dance!</i>	<p>Sand: Encourage children to create puddles by digging holes in the sand and then pouring water into the holes using a measuring cup</p> <p>Water: use watering cans in the water table to imitate rain falling; encourage children to notice the puddles and patterns made by the water in the sand</p>	Include books about the weather and seasons such as, <i>Weather Words and What They Mean</i> (Gail Gibbons); encourage children to build shelters to protect people and animals from the rain	Add additional Fiction and Nonfiction stories about the weather	Include the vocabulary words on index cards or sentence strips for the children to use as a reference when writing		
General Materials	Technology <ul style="list-style-type: none"> • Computer • Ipod • CD/Cassette player 		Other <ul style="list-style-type: none"> • Workbench center (nuts, bolts, pliers, wrenches) 		Other		
Focus Materials	Weather Games and Weather Experiments on the Weather Wiz Kids website - http://weatherwizkids.com/index.htm				Contact a local meteorologist and request a class visit to discuss how they predict the weather		

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Transition Activities:	Play or sing, <i>Wiggle Them</i> (Dr. Jean) to transition to carpet Play or sing, <i>The Itsy Bitsy Spider</i> for lining children up Play or sing, <i>Back Pack Boogie</i> (Dr. Jean) for dismissal The teacher and the children can sing along to <i>It's Raining, It's Pouring</i> or <i>Rain, Rain, Go Away</i> while waiting in line		
Accommodations:	<ul style="list-style-type: none"> • Add gripper scissors to the fine motor center • Add books on tape to centers with headphones • Ensure all centers are enlarged to accommodate a walker • Add a bean bag chair on the rug for circle time for a child struggling with balance • Include a slanted board in the writing center to accommodate a child with weak fine motor skills 		
Other:	<ul style="list-style-type: none"> ▪ Take a field trip to a local news station to meet a meteorologist 		