

Full Day Schedule

Unit 3 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Gilberto and the Wind</i> 4 th Read	<i>Thunder Cake</i> , 3 rd Read	<i>Rabbits and Raindrops</i> , 1 st Read	<i>Thunder Cake</i> , 4 th Read	<i>Rabbits and Raindrops</i> , 2 nd Read
Centers					
Intro to Centers	Designing Clay Boats Experimenting with Clay Boats	Storm Stories	Box Lid Paintings Rabbit Habitats	Wind Illustrations	Water Play
Art Studio	Designing Clay Boats	Continue	Box Lid Paintings	Continue	Continue
Easel				Wind Illustrations	Continue
Writing and Drawing		Storm Stories	Continue	Continue	Continue
Library & Listening	Weather Research Continued	Continue	Continue	Continue	Continue
Dramatization	Baking Cakes Continued	Continue	Continue	Continue	Continue
Blocks			Rabbit Habitats	Continue	Continue
Discovery Table	Experimenting with Clay Boats	Continue	Water, measuring cups, turkey basters, eye droppers, small scoops	Continue	Continue
Puzzles & Manipulatives	Thunder Cake Recipe Cards Continued	Continue	Bucket Balance	Continue	Continue

Technology		small group- Absorbency of materials-drawing app			
Thinking & Feedback					
SWPL Whole Group	Refer to clipboard directions				
Whole Group Lessons	LFOAI: Sink and Float	Math: The Big Storm	LFOAI: Animal Baby Care	LFOAI: Living Things Need Water	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum
Small Groups	Group 1 Literacy Medium Support: Story Sequence Cards Group 2 Math <i>Low Support:</i> <i>Bucket Balance</i> Group 3 Independent Book Browsing or Choice Activity	Group 1 Literacy High Support: Absorbency of Materials Group 2 Math Med/Low Support: Measuring Water Group 3 Independent Book Browsing or Choice Activity			Group 1 Literacy Medium Support: Sound Cans Group 2 Math High Support: Umbrella Game Group 3 Independent Rabbits and Raindrops Illustrations
Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	3 P's of Animal Tracks			small group: sound cans: lead a rainstorm with children using their own bodies

Part Day Schedule

Unit 3 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Gilberto and the Wind</i> 4 th Read	<i>Thunder Cake,</i> 3 rd Read	<i>Rabbits and Raindrops,</i> 1 st Read	<i>Thunder Cake,</i> 4 th Read	<i>Rabbits and Raindrops,</i> 2 nd Read
Centers					
Intro to Centers	Designing Clay Boats Experimenting with Clay Boats	Storm Stories	Box Lid Paintings Rabbit Habitats	Wind Illustrations	Water Play
Art Studio	Designing Clay Boats	Continue	Box Lid Paintings	Continue	Continue
Easel				Wind Illustrations	Continue
Writing and Drawing		Storm Stories	Continue	Continue	Continue
Library & Listening	Weather Research Continued	Continue	Continue	Continue	Continue
Dramatization	Baking Cakes Continued	Continue	Continue	Continue	Continue
Blocks			Rabbit Habitats	Continue	Continue

Discovery Table	Experimenting with Clay Boats	Continue	Water, measuring cups, turkey basters, eye droppers, small scoops	Continue	Continue
Puzzles & Manipulatives	Thunder Cake Recipe Cards Continued	Continue	Bucket Balance	Continue	Continue
Technology		small group- Absorbency of materials-drawing app			
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Sink and Float	LFOAI: Animal Baby Care	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Living Things Need Water	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 The Big Storm	Group 1 Literacy (choose 1) High Support: Absorbency of Materials Medium Support: Sound Cans Group 2 Math (choose 1) Med/Low Support: Measuring Water High Support: Umbrella Game Group 3 Independent Rabbit and Raindrops Illustrations			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	small group: sound cans: lead a rainstorm with the children using their own bodies 3 P's of Animal Tracks			

Unit 3

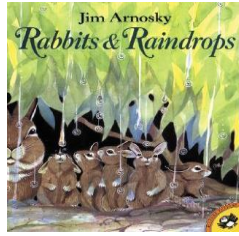


Week 2

Rabbits And Raindrops Read Aloud

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



Materials:

- *Rabbits And Raindrops*

Vocabulary:

- **bees:** winged insects that make honey
- **butterfly:** a flying insect with large wings
- **clover:** a plant with three small leaflets and white or purple flowers
- **grasshopper:** an insect with strong legs for jumping
- **hedge:** a row of bushes
- **hummingbird:** a little bird that drinks from flowers
- **lawn:** a grassy area
- **nibble:** to chew taking tiny bites
- **raindrops:** drops of water that fall from the sky
- **soaked:** very wet
- **shelter:** a safe place
- **shower:** a short, gentle rain
- **waterproof:** keeps water out/ off

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...”

<p>“We have a new story to read today. The title of this book is <i>Rabbits and Raindrops</i>. One person is both the author, who wrote the words and the illustrator, who created the pictures - his name is Jim Arnosky.”</p> <p>“Here, on the cover of this book, are some baby rabbits and their mother. This story is about the first time that the baby rabbits come out of their nest to explore the outside world. Something happens while they are exploring that almost ruined their day. Let’s read and find out what happened.”</p> <p>“The hedge is this row of bushes. The lawn is the green grass.”</p> <p>“‘...for the first time’ her babies were just recently born, so they have not been out of the nest yet.”</p> <p>“‘..clover blossoms and leaves..’ They are taking tiny bites, nibbling, the clover plants.”</p> <p>“..grasshoppers, spiders & bees.”</p> <p>“The rabbit’s fur won’t keep the water off- it isn’t waterproof.”</p> <p>“The hedge is a good shelter for the rabbits. It is a safe place that keeps them warm and dry.”</p> <p>“The rain wasn’t very hard. It was gentle, and quick- it was just a shower.”</p>	<p><i>Underline title while reading it.</i></p> <p><i>pgs. 1 & 2 point</i></p> <p><i>pgs. 3 & 4</i></p> <p><i>p. 9 Point to clover.</i></p> <p><i>p.10 Point.</i></p> <p><i>p. 13</i></p> <p><i>p. 16</i></p> <p><i>p. 24</i></p>
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Discussion Question(s):

- How did the mother rabbit take care of the baby rabbits?
- Why does the mother rabbit hop out of the nest before her babies?

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(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 story once before. So we remember that the story’s title is...*Rabbits and Raindrops*. The author is Jim Arnosky, and he is also the illustrator, who created the pictures.”

“Remember this is a story about baby bunnies leaving their nest to explore for the very first time. Let’s read this story one more time.”

“Mother rabbit is hopping out first to make sure it is safe for her babies to follow her.”

“**Clovers** are plants with three small leaflets and white or purple flowers that rabbits like to eat or **nibble**.”

“**Grasshoppers** are insects that have strong legs for jumping.”

“If the baby rabbits get **soaked**, or very wet, they might get sick.”

“A **butterfly** flutters in...”

“It looks like a **hummingbird**, a little bird that drinks from flowers, is also sharing the rabbits’

Pause before reading the title so that children can chime in. Underline the title while reading it.

p. 5 & 6

p. 9

p. 10

p. 13

p. 17 - Point to butterfly (to clarify illustration).

p. 20

shelter.”

Discussion Questions(s):

- Why did the turtle (p. 24) probably not need to take shelter under the hedge?
- Why did the rabbits hop all together the second time they left the nest, right after the rain shower was over?

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 together twice so we remember the title is... *Rabbits & Raindrops*. Today we are going to talk about and retell the story together.”

“We remember....”

“We remember they nibbled...”

“All of a sudden...”

Pause before reading the title for children to chime in.

p. 1 - Pause, use “we remember....” and point to rabbits to help begin conversations.

p. 3 - Read IF children do not contribute.

p. 5 - point at mother rabbit

pgs. 7 & 8 prompt and point at clovers & insects as needed.

p. 9 & 10

p. 13 & 14 Read if children do not contribute.

“Out in the shower...”

“And when the shower ended they....”

p. 15 Point to butterfly to prompt.

p. 19 Prompt/read as needed.

pgs. 23-26

Discussion Questions(s):

- The rabbits and the turtle protected themselves from the rain in different ways, how do you protect yourself from the rain?

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):

- At the end of the story it said the rabbits tasted the wet grass, and played rabbit tag in the sun. What are some things you like to do outside in the sun?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Tell children that you will dismiss them by the beginning sound of some animals and words in Rabbits and Raindrops.</p> <p>“If your name begins with /r/, like rabbit, you may....” “If your name begins with /b/, like butterfly, you may....” “If your name begins with /c/, like clover you may...” “If your name begins with /g/, like grasshopper...”</p>	<p>Direct -Beginning sounds - vocabulary support</p> <p>Indirect -repeated exposure to well-formed sentences (“If your name begins....”)</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

Tell children you are going to dismiss them by calling the letter of their first name. Use vocabulary from Rabbits and Raindrops with beginning sounds.

“If your name begins with the letter R like rainbow, you may...”

“If your name begins with the letter L like lawn, you may...”

“If your name begins with the letter G like grass, you may...”

“If your name begins with the letter H like hedge, you may...”

Direct

-Letter ID

-vocabulary support

Indirect

-repeated exposure to well-formed sentences (“If your name begins....”)

Suggested Transition Activity

Third Read

Tell children that you are going to dismiss them by using the Rabbits and Raindrops story bok words that have the same number of parts as the children’s names. Provide an example “Lawn has one part, (clap it) like Lyn.”

“Hedge has one part. If your name has one part like hedge you may...”

“Blos-som has two parts. If your name has two parts you may...I-an, lan and A-lex, Alex you have two parts in your name... you may....”

“Grasshopper, grass-hop-per has three parts. If your name has three parts you may... “

Break children’s names into syllables to support them and deepen understanding.

Literacy/Language Skills Supported

Direct

-Syllable segmentation

-vocabulary support

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them by saying the colors of the plants and animals pictured in the Rabbits and Raindrops illustrations.</p> <p>“If you are wearing pink like a clover blossom you may...”</p> <p>“If you are wearing green like a hummingbird’s back you may...”</p> <p>“If you are wearing yellow like a dandelion blossom, you may...”</p>	<p><u>Direct</u></p> <ul style="list-style-type: none">-category labels-vocabulary supports <p><u>Indirect</u></p> <ul style="list-style-type: none">-repeated exposure to well-formed sentences (“If you are wearing...”)



Clay Boats



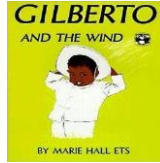
Art Studio



Discovery

Standards:

CA.VA.PS.1 - 5
 LA.LS.CSE.PS.1, 1a, 1f
 LA.LS.CSE.PS.2 - 2d
 PHD.FM.PS.1, 5, 6



Materials:

- *Gilberto And The Wind*
- plasticine clay
- Beautiful Stuff
- clipboards
- pencils
- trays
- children's sailboats from *Making Sailboats*

Vocabulary:

- float: stay on top of water
- sink: go under water
- buoyancy: how well something floats
- experiment: try something
- plasticine

Preparation: Set up materials.

Intro to Centers:

"In *Gilberto And The Wind*, when the wind blew Gilberto's sailboat, it **floated** and did not **sink**."

"The sailboats that you built and **experimented** with in Discovery also **floated**. What do you notice?"

"Today, in the Art Studio, you can construct boats again, using only a waterproof clay called **plasticine**. How is **plasticine** similar to or different from playdough?"

"You can test your boat's **buoyancy**--how well it **floats**--in Discovery. How will you record the results of your experiment?"

Show illustrations.
Children respond.

Show children's sailboats from Making Sailboats.
Children respond.

Show plasticine.
Children respond.
Guide children to notice that plasticine is less malleable than playdough.

Children respond.

During Centers:

Provide appropriate fine-motor support for working with clay, i.e, some children may need to exercise their fingers before manipulating clay. Support children to experiment with different clay boat shapes, sizes, and weights. Support children in recording their results.

Guiding Questions during Centers:

- How is your clay boat similar to or different from your sailboat?
- How does the size/shape/weight of the boat make it easier or harder for it to float?
- How could you design your clay boat so that it can transport passengers/ cargo?
- How many passengers/ how much cargo can your boat transport?

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:

Take a field trip to a lake or ocean so that children can observe a variety of real boats.

Compare and contrast how wind could propel a sailboat vs. a clay boat.

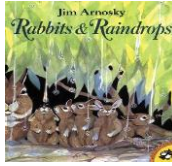




Box Lid Paintings


Standards:

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


Materials:

- *Rabbits And Raindrops*
- sample of children's *Crayon Resist* art and *Straw Paintings*
- paper cut to fit inside box lids
- water-based markers
- box lids, i.e., shoe boxes, copy paper, etc.
- eye dropper or small squeeze bottles
- containers

Vocabulary:

- design: plan
- drip
- tilt
- repel: keep off/ keep out
- predict: what you think will happen

Preparation: Set up materials.

Intro to Centers:

"In *Rabbits And Raindrops*, when the rain **dripped** on the baby rabbits their fur did not **repel**- keep out- the water, and they started to get wet. Their fur did not protect them from the rain. What do you notice?"

"Today in the Art Studio, you can create **designs** by making the ink from these markers **drip** on paper inside a box.."

"First, draw a **design** on the paper. Then, **drop** water on the **design**. What do you notice?"

"What do you **predict** will happen if I **tilt** the box lid?"

Show illustrations.
Children respond.

Model.
Children respond.

Children respond.

Children respond.

During Centers:

Encourage children to collaborate, i.e., one child drips the water, another child tilts the box lid. Encourage children to mix colors by tilting the box at different angles. Compare and contrast box lid paintings to *Crayon Resist* and *Straw Paintings*.

Guiding Questions during Centers:

- How is your box lid painting similar to or different from crayon resist/painting with straws?
- What do you predict would happen if you weren't using a box lid?
- What happens when you use more or less water?
- How is the water dripping on your painting similar to or different from the water dripping on the rabbits in *Rabbits and Raindrops*?

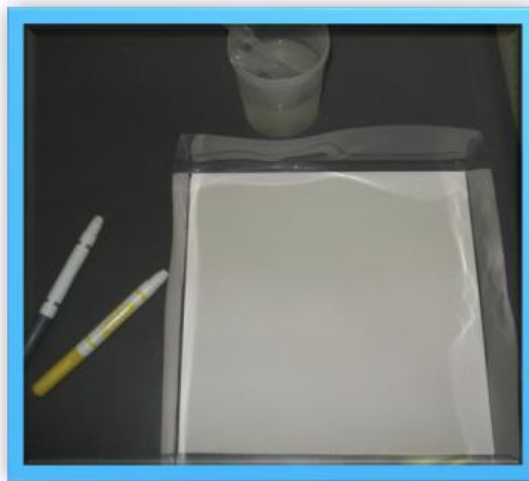
Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

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:

Add objects, i.e., marbles, golf balls, etc. to box lids. Compare and contrast designs made with objects to designs made with just water dripping. Encourage children to create a collaborative painting by lining large bins with paper.

Use box lid paintings as backdrops for *Rabbit Habitats*.

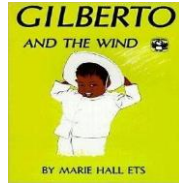




Wind Illustrations


Standards:

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


Materials:

- *Gilberto and the Wind*
- *A Letter to Amy*
- paintbrushes
- paint cups
- paint
- writing/ drawing utensils
- images of wind resource
- samples of children's Small Group documentation from Unit 2, Week 1, Small Group: What Can Air Move?

Vocabulary:

- depict: show
- technique: a way of doing something
- observation: something you see or hear
- illustration/ illustrator: person who makes pictures

Preparation: Set up materials.

Intro to Centers:

"In *Gilberto and the Wind* the illustrator used several different kinds of lines to **depict**- show- how the wind moved. What do you notice?"

"In *A Letter to Amy* Ezra Jack Keats used a different **technique** to illustrate the wind. What do you notice?"

"In our Small Group *What Can Air Move*, you recorded your observations of the wind moving different objects. How are your recorded observations similar to or different from the illustrations in *Gilberto and the Wind* or *A Letter to Amy*?"

"Today in the Art Studio you can use these materials to create wind illustrations."

Show illustrations.
Children respond.

Show illustrations.
Children respond.

Show children's documentation from Small Group What Can Air Move.

Children respond.

Show materials.

During Centers:

Encourage children to mix paint colors. Support children in experimenting with different kinds of brushstrokes and colors to create different kinds of wind illustrations. Encourage children to use quantity vocabulary to describe “how much” wind, rain, etc. there is in their illustrations- is there a little bit? A lot? A huge amount? A tiny amount? Encourage children to use velocity/ intensity vocabulary to describe their illustrations- “There’s a strong wind”, “The wind is blowing gently”, etc.

Guiding Questions during Centers:

- How is your wind illustration similar to or different from the wind illustrations in *Gilberto and the Wind*?
- How does your brushstroke or choice of color(s) affect how your wind illustration looks?
- What inspired you to create your wind illustration?
- How could you illustrate the wind being helpful? How could you illustrate the wind being unhelpful?

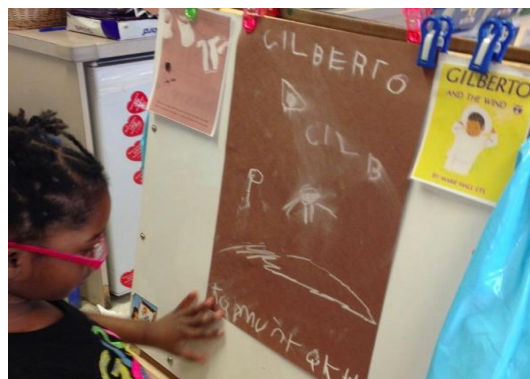
Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

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:

Use Beautiful Stuff to create sculptures of the wind and its movement.

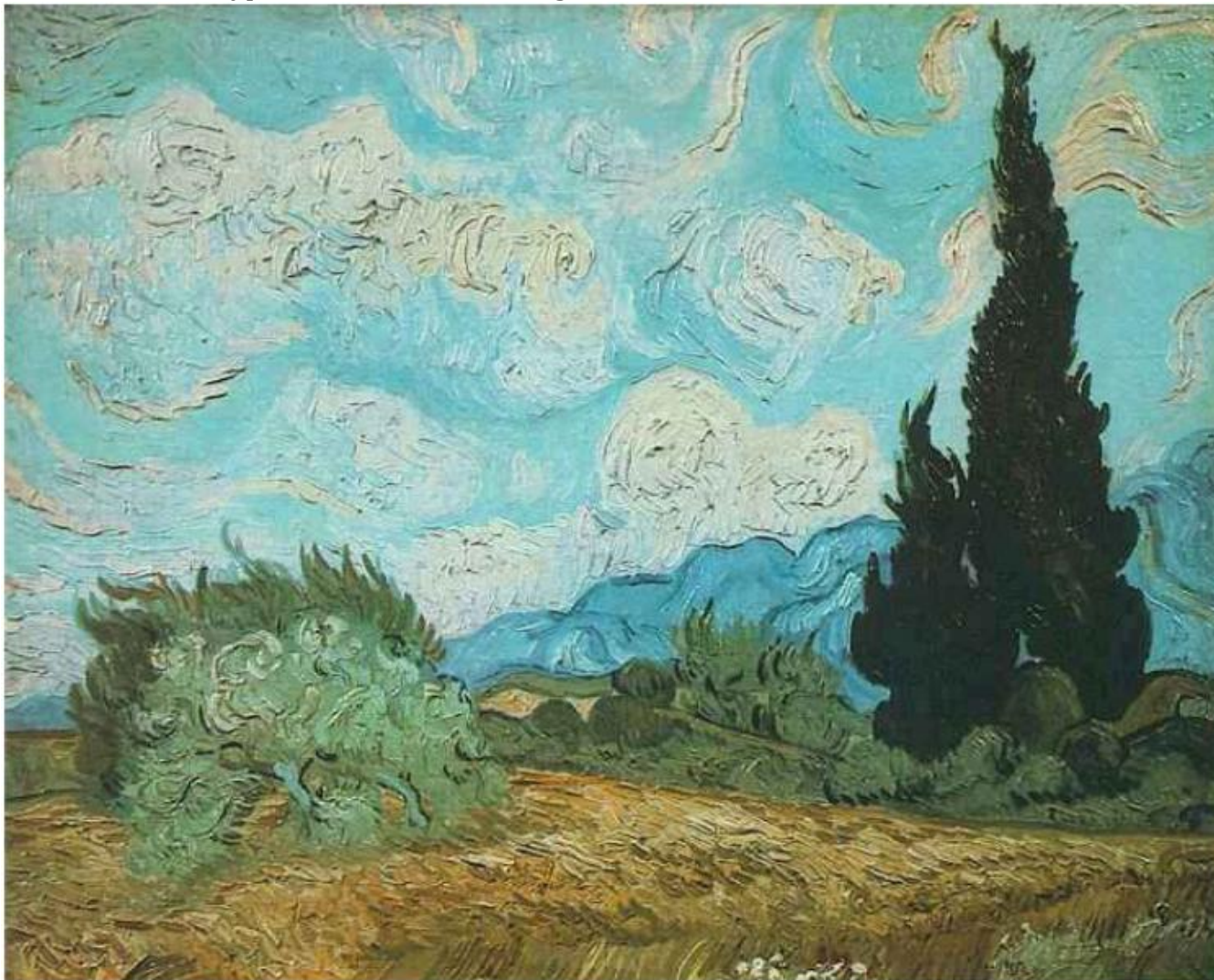
Use clay or combine clay with Beautiful Stuff to create three-dimensional wind representations.



Starry Night -Vincet Van Gogh



Wheat Field with Cypresses - Vincent Van Gogh



West Wind - Winslow Homer



Breezing Up – Winslow Homer





Storm Stories



Writing &
Drawing

Standards:

ELA.LS.CSE.PS.1, 1a, 1f
 ELA.LS.CSE.PS.2 - 2d
 ELA.SL.CC.PS.1 - 3
 ELA.W.TTP.PS.1 - 3
 ELA.W.PD.PS.1
 PHD.FM.PS.1

Materials:

- *Thunder Cake*
- variety of paper
- blank books
- variety of drawing/writing tools
- erasers
- children's *Weather Research* work

Vocabulary:

- thunderstorm: a rainstorm with thunder
- illustrate/ illustrator: person who makes pictures
- weather
- research: find information about something
- independent: by yourself
- collaborate: work together

Preparation: Set up materials.

Intro to Centers:

"*Thunder Cake* is a true story about an author's experience with **thunderstorms**. What do you notice?"

"How did the **illustrator** use color to **illustrate** the thunderstorm?"

"Besides thunderstorms, what other kinds of storms have we learned about in **Weather Research** or in Read Alouds?"

"Today in Writing and Drawing you can use these materials to write storm stories inspired by *Thunder Cake* and your **weather** research."

"You can work **independently**- by yourself- or you can **collaborate** with a friend."

Show illustrations.
Children respond.

Children respond.

Children respond.

Show materials.

During Centers:

Support children's writing by taking dictation and encourage children to collaborate, i.e. one child could create illustrations and another child could write words. Encourage children to use the weather research they did in the Library and Listening Center. Scaffold appropriately- some children will be able to sound out words, some children will need word cards, etc.

Guiding Questions during Centers:

- What was the inspiration for your story?
- How is your story similar to or different from *Thunder Cake*/ your friend's story?
- Why did you use these colors to illustrate the storm in your story?
- How are the illustrations in your story similar to or different from the illustrations in *Thunder Cake*/ your friend's story?

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:

Invite children to act out their stories in Dramatization or during Storytelling/Story Acting.

Encourage children to make costumes, sets, and scenery for their story.

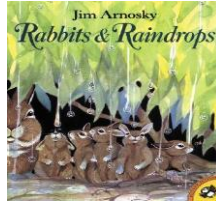
Encourage children to add completed stories to the Library & Listening Center.



Rabbit Habitats


Standards:

TL.IC.PS.1 - 6
 ELA.SL.CC.PS.1 - 2
 LA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1 - 3
 ELA.RL.IKI.PS.1 - 2
 ELA.RL.LTC.PS.1


Materials:

- *Rabbits and Raindrops*
- pretend rabbits (stuffed animals or made from Beautiful Stuff)
- Beautiful Stuff
- cardboard boxes
- cardboard tubes
- fabric
- images of rabbits and their habitats resource
- blocks

Vocabulary:

- hedge: a row of bushes
- shelter: a safe place
- shower: a short, gentle rain
- construct: build
- habitat: where animals or people live

Preparation: Set up materials.

Intro to Centers:

"In *Rabbits and Raindrops*, the mother and baby rabbits took **shelter** from a rain **shower** under a **hedge**."

"The hedge is part of the rabbit's **habitat**, the place where the rabbits live."

"What are other parts of the rabbits' **habitat** in *Rabbits and Raindrops*?"

"Here are some pictures of other rabbit **habitats**. What do you notice?"

"How are these **habitats** similar to or different from the **habitat** in *Rabbits and Raindrops*?"

"Today in Blocks you can use these materials to **construct** rabbit **habitats**."

"When you are finished, use these materials to create rabbits to live in the habitats."

Show illustrations.

*Show illustrations
 Children respond.*

Children respond.

Children respond.

Show materials.

During Centers:

Encourage children to use work created in other centers to enhance their habitats, e.g. use Week 2, Center Activity: Box Lid Paintings as a backdrop. Refer to non-fiction texts to show children the different parts of rabbit habitats, e.g. warren, burrow. Encourage children to use what they know about building stable structures to construct their habitats.

Guiding Questions during Centers:

- How is your rabbit habitat similar to or different from your friend's rabbit habitat?
- How would you label the parts of your habitat?
- What part(s) of your habitat could a rabbit use for shelter?
- How is your rabbit habitat similar to or different from your home?

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 think about other animals' habitats. Help children analyze the effects of weather on animals and their habitats.

Invite children to create and tell stories about the habitats.





snowshoe hare



forest



jackrabbit



desert



marsh rabbit



marsh

© Hakushi



amami rabbit

www.iltaw.com



Amami Island Japan



annamite rabbit



Annamite Mountain Range



Songs, Word Play, & Letters

Day 1:

Materials: poetry posters, book: Gilberto and the Wind, picture cards, sailboat & Clothespin

Open, Shut Them

Procedure:

- Sing the song, modeling the hand gestures.
- After singing, comment that the song tells us to do four different things with our hands—open, shut, clap and creep (model as you name them). Say, “*We do a fifth thing too: When the song tells us, “but do not let them in,” we put our hands behind our back.*
- What else could we do with our hands at the end to not let them into our mouth? (hold hands up high; hold them to our sides; cross our arms in front of us...)

TEN LITTLE FINGERS

Procedure:

- Recite or read the poem and model the actions.

WHAT ARE YOU WEARING?

Procedure:

- Tell the children that they are going to sing the song about what they are wearing,
- Go around the circle using each child’s name and sing about what she or he is wearing (e.g. red shirt, brown pants).

INTERESTING SOUNDING WORDS (Gilberto and the Wind)

Procedure:

- Say, “*The wind says something throughout the book. Listen for it as I read the first page.* Ask the children to say the work with you (“*You-ou-ou*), after you say it.
- Then say, “*there is an interesting sounding word on the last page too.* Read it. Make the sh-sh-sh quite lengthy to bring it to children’s attention.
- Ask if anyone knows the two letters we write together for the /sh/ sound. Then write sh-sh-sh-sh. Tell children that if they wanted someone to keep saying it for a long time that they would write even more sh’s in a line. (write a few more)
- There are other words in Gilberto and the Wind that are interesting for a different reason.

They are made by combining two words. Hold up the picture card of the sailboat. Tell children that sailboat is two words put together to make a new word—sail and boat to make sailboat. Show them the word on the picture card and read it slowly: sail-boat, underlining each part with your finger.

- Then show the picture card of the clothespins and ask the children to name. Ask them which two words go together to make the word clothespins. Say *clothes...* to support children. Show the written word and read it in parts: clothes-pins, under lining each part with a finger.

Day 2:

Materials: poetry posters

IF YOUR NAME STARTS WITH [] SNAP YOUR FINGERS

Procedure:

- Tell children *we are going to play the name game with sounds again, but this time with snapping their fingers instead of raising their hands.* Tell children that when they hear a sound, they should think about their name. If it begins with that sound. They should snap their fingers.
- Tell children that many of them are just learning to snap their fingers and that is okay.
- If children do not respond to the sound for their name, say, *Sam, your name starts with /s/, so you can snap your fingers.*

RAINDROPS

- Recite or read the poem from a card and model the motions.

THREE LITTLE MONKEYS

Procedure:

- Recite poem and use your fingers to keep track of the monkeys.

BOOM BANG!

Procedure:

- Read the title
- Point to the B in *Boom* to call children's attention to the first print clue you use in reading the word. Then underline the rest of the word with a finger while reading it with the children. Do the same with the B in *Bang*.
- Recite the poem.
- Say, *I can hear you saying some of the lines like Boom, bang, boom, bang and rumpety, lumpety, bump. This time, I will read the poem slower so that you can join in on the lines Zoom, zam, zoom, zam! And Clippety, clappety, clump!*

IF YOU'RE HAPPY

Procedure:

- Sing the song as usual
- Ask children to make up motions for other emotions such as sad, scared, angry.

Day 3:

Materials: letters: B, I, N, G, O and M, Z, N, predictable book *Over in the Meadow*

BINGO

Procedure:

- Say “The first song we are singing today is BINGO. I am going to put the letters we need to spell Bingo on the board.
- As the letters B, I, N, G, O are placed on the board, have the children name the letters.
 - Sing the song as usual, removing one letter for each verse.
 - When you finish, put B, I, N, G, O back up. Say, “You know these letters spell the word Bingo. Now I am going to remove B and replace it with the letter M.
 - Ask, what is the word now? Sound out the /m/ if necessary.
 - Substitute Z for M and then N for Z and ask the children to read the word created: (ZINGO, NINGO).
 - Remove the I and then two Ns (name each letter it is removed). This leaves G and O. Ask children if they know the new word (GO). Help by sounding /g/ for the G. Then remove the G and put up N and ask what word it is (NO). Help by sounding the /n/ if needed.

THE WHEELS ON THE BUS

Procedure:

Sing several familiar verses and lead children in doing actions

Then say, “Now we are going to sing some new verses. First, we will sing “the bees on the bus go buzz, buzz, buzz,” then we will sing “the lights on the bus go blink, blink, blink.”

Over in the Meadow

Procedure:

Hold up the book and say, “We have read this book before, so you will remember that the title is.... pause briefly-yes Over in the Meadow.

Read the book, keeping the natural rhythm of the verse. Point to the animals and objects in the pictures as you read them in the text.

Day 4:

Materials: book: *Rabbits and Raindrops*, 2 sets of uppercase letter cards

COME ON AND JOIN IN THE GAME

- Sing the song as usual with “clapping, sneezing, yawning, jumping:
- Add “sitting” and “laughing” and ask the children to make up more.

GUESS WHAT WORD I’M SAYING (and Rabbits and Raindrops)

- Show the book and explain that some words from this book will be said in a funny way. Children must guess what word.
- Present each word by saying its onset first, followed by a slight pause, before saying its rime. For example: r- (pause)abbits.
- Present: b-ee, sp-ider, l-awn, h-ops, cl-over, and l-eaves.
- Tell the children that they did a great job of listening and fixing the silly words.

LOOBY LOO

Procedure:

- Say something like, *“Now we are going to sing a song that us fun to do together. We need to stand up and get in a circle first, then we will sing “Looby Loo.”*
- Say, first we will sing *“put your right foot in,”* and then *“put our left foot in.”*
- Sing the two verses, doing the appropriate body movements. Then add other verses.

IF YOU HAVE THE MATCHING LETTER, SHOUT ITS NAME

Procedure

- Pass one uppercase letter card to each child, making sure the letter is not the first letter in the child’s name. Hold matches for each of the letters you passed out.
- Hold up one letter at a time from your set and say: If you have the match for [letter name], shout its name.
- Continue until each child’s letter has been called.

Day 5:

Materials: Make a chart of children's names with W substituted for the first letter used to spell the child's name; Uppercase letter cards (2 sets)

WILLOUGHBY, WALLABY, WOO

Procedure:

- While singing each child's name, point to the W in the printed version of the name on the chart.

IF YOU'RE HAPPY

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

RAINDROPS

Procedure:

- Recite the poem with the motions. Talk about the weather. Ask children what else beside rain falls from the sky.

EENTSY WEENTSY SPIDER

Procedure:

- Place your fingers in position and say, "What song do you think we are going to sing next? Confirm by saying, yes, we are singing the *"Eentsy, Weentsy Spider."*

Rabbit Nests



Rabbit Nests



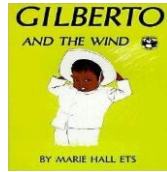


Let's Find Out About It: Sink & Float

Standards:

ELA.SL.CC.PS.1 - 3

S.PS.PS.3



Materials:

- *Gilberto and the Wind*
- variety of materials for testing buoyancy
- clear plastic bin or bucket
- chart paper
- marker
- sample child's sailboat
- sample child's clay boat

Vocabulary:

- sink: go under water
- float: stay on top of water
- buoyant: how well something floats

Preparation: Draw a grid on the chart paper with two columns, one for 'sink' and one for 'float'. Make a row with a quick illustration for each material that will be tested. Fill clear plastic bin with 4-5 inches of water. Set up materials at the whole group meeting area.

Let's Find Out About It:

"In *Gilberto and the Wind*, the wind blew Gilberto's sailboat."

"You sailed boats in the Discovery Table."

"It is important for boats to **float** near the top of the water- if a boat starts to **sink**, or go down into the water, it will get too wet and it won't be able to move. If there are people on the boat, they might get wet."

"Today we will conduct an experiment to find out if materials **sink** or **float** when we put them in water. Remember, **float** means when something stays near the top of the water. **Buoyant** means something floats very easily. **Sink** means when something goes down to the bottom of the water."

Show illustration.

Show child's sailboat and child's clay boat.

Demonstrate floating child's sailboat in bin with water. Guide children to see how it is floating on the top or near the top of the water.

Show sample materials. Point to chart paper.

"We will record our results on chart paper. First we will test _____."

"How does it feel? What do you notice?"

"Do you think it will sink or float when we put it in the water?"

"Why do you think the _____ sank/floated?"

"I will record our results on our chart paper."

Pass item around circle and let children feel it.

Children respond.

Children respond.

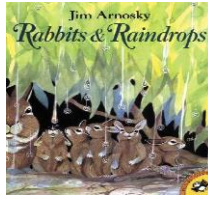
Place material gently in the bin filled with water.

Children respond.

Place a check or tally mark in the box on the chart paper that corresponds to the material and whether it sank or floated. Continue until all materials have been tested.



Let's Find Out About It: Animal Baby Care



Materials:

- *Rabbits And Raindrops*
- *Crybaby* (Unit 1)
- Books about animal care
- Animal Baby Care Resource

Vocabulary:

- care
- shelter: to keep safe
- protect: to keep safe
- scruff: the back of the neck
- nurse: to feed and take care of

Preparation: Set up materials.

Let's Find Out About It:

"In *Rabbits And Raindrops* the mother animals took **care** of their babies. What do you notice?"

"The mother rabbit in *Rabbits And Raindrops* **sheltered** her babies from the rain under a hedge- she kept them safe."

"Another way mother rabbits care for their babies is to **nurse** them--**feed** them- milk from their bodies. They will also lick the babies' with their tongues to clean their fur clean."

"What is similar or different about how the mother rabbits care for their babies and how Baby's family took care of her in *Crybaby*?"

Show illustrations. Children respond.

*Show illustrations.
Children respond.*

*Show illustrations.
Children respond.*

*Show resource pictures.
Children respond.*

Nursing



Feeding



Carrying



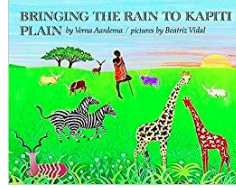
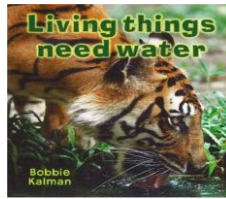


Protecting





Let's Find Out About It: Living Things Need Water



Materials:

- *Living Things Need Water*
- *Bringing the Rain to Kapiti Plain*

Vocabulary:

- liquid
- solid
- dew: drops of water on leaves or grass
- plant
- roots
- soil
- drought: when there is no rain for a long time
- ocean
- salt/fresh water

Preparation: Set up materials.

Let's Find Out About It:

"Today we will learn why water is important for living things- animals, people, and plants."

"The title of this book is *Living Things Need Water*. The author is Bobbie Kalman- she wrote the words."

"What are some of the ways that we learned water is important to living things?"

"A **drought** is when there is not enough water in a place. People and animals don't have enough water to drink, and plants don't have enough water to grow."

"Bringing the Rain to Kapiti Plain is about a **drought** that happened in Africa."

Show cover. Point to title and author's name.

Read book. Summarize certain pages to maintain children's focus and interest.

Children respond. Show pages that correspond with children's answers.

Show cover. Point out how dry the land looks on the cover and the many animals/people that would depend on the rain/water. Read some or all of the book. Summarize certain pages to maintain children's focus and interest.


<p>Unit 3</p>  <p>Week 2</p>	<p>Large Group: The BIG Storm: A Very Soggy Counting Book</p>	<p>Math LG</p>	<p>Standards: MELDS.M.CCC.PS.5 MELDS.M.OAT.PS.2 MELDS.M.OAT.PS.5</p>
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Image downloaded from Amazon.com

<p>Guiding Math Idea:</p> <ul style="list-style-type: none"> ● Finding math in stories ● Living things often depend on each other for shelter and protection (Enduring Understanding) <p>Math Concepts From Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Number can be represented by manipulatives and symbols and people ● Beginning to count from 1 onward when asked how many. ● Number words refer to quantity. <p>Adaptations for Using Large Group In Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● Act out on the playground, designating a place for the hill hollow. ● Make a game of cave and animals and place in Puzzle/Manipulative center along with numerals.
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<p>Materials:</p> <ul style="list-style-type: none"> ● <i>The Big Storm: A Very Soggy Counting Book</i> by Tafuri ● Number Cards 1-10 AND Numbers 11 and 12 ● flip chart and marker 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● hill hollow- a cave ● critters- animals ● scent- a smell
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Preparation:
This Large Group takes place in an open area of the classroom. No other preparation is necessary.

<p>“We are reading books about wind, water and storms. Here is a book about a storm that we can act out! Let’s read it through together. Let’s pretend that we are the animals who are hiding from the Big Storm. ”</p> <p>“What do we need to act out this story? A cave; 2 bears ;Storm; 10 animals.”</p>	<p><i>Read through the book one time.</i></p> <p><i>Assign children or take volunteers for acting out the story.</i></p> <p><i>Write down on flip chart.</i></p> <p><i>3 or 4 children can form a “hill hollow” by</i></p>
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“When each animal goes into the **hill hollow**, which is another word for cave, I am going to put one of these numbers in front of us on the floor.”

How many are in the hill hollow now?

How many are there when we add the bears?

What happened next?

The bears caught the **scent** [smell] of the **critters** [animals]

They all run out... Let’s count down.

10-9-8-7-....

forming a semi-circle, holding up their arms etc., leaving a space within.

Start over from the beginning and act out. Be sure to note the picture on the title page that shows the bears going into the hill hollow to start the story. Two or more children can be the storm that Rumbles and Grumbles.

When a child goes into the hill hollow, add a number card to the row in front of you. As the story progresses, stop from time to time and ask the question about quantity. At the end, the bears smell something and begin to rumble and grumble.

Add 11 and 12 to your row, and count all together. You may need to have all the characters leave the hill hollow and count them- let your class be your guide.

The “bears “sniff the air. They grumble and rumble.

Count down from 10 to 1, reminding children that the bears stayed inside.

Repeat, changing the children’s roles, as time permits.

Strategies to Provoke Math Thinking:

- Choosing the “right” counting book: Counting books are NOT all the same-- they depict numbers in varied ways. In this book, the number word list is very important. One group of 10 animals is created (not counting the bears, of course). Each page adds 1 or more animals to the group of 10. This is in contrast to other counting books, in which each successive number is a group of objects (Look at *Goodnight Numbers*, *10 Tiny Babies*, *Count the Monkeys*, etc. for examples). Both types of counting books have value, and should be matched to the activity’s purpose. This book is perfect for acting out, because as each child enters the “hill hollow” the number increases in a manageable way. It reinforces the number word list, which is helpful for children who are still mastering rote counting, gives an

example of the concept of More, and also provides clear 1:1 correspondence as each child enters the hill hollow, adding to the total.

- Cardinality and counting on: The number 10 represents the entire group.... Or does it? Can children *count on* the 11th and 12th animals, the bears, without having to count the entire group? If children are able to count on, they have probably grasped the cardinality principle.
- Counting down: Counting down is more difficult than counting up, but it is time to add this skill to children's repertoire if they have not begun doing it. Counting down gives children additional practice in the Stable Order rule of counting: There is only one order for numbers (even in the reverse!). Begin adding counting down to your transition activities and to the *Cliffhanger* counting activity introduced in SWPL, Unit 2.

Provocation:

This is an excellent book for acting out without a lot of adult support. It has plenty of role for a large group of children, the story is simple, and it has humor and action. Place the book in the Dramatic Play area and act it out with the children, being sure to include number cards or manipulatives.

Make a cave by putting a blanket over a table.

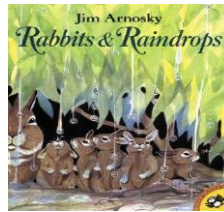


Small Groups: Absorbency of Materials

Support: 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:

- *Rabbits & Raindrops*
- eye droppers
- small cups or shallow dishes to hold water
- paper plates or trays
- paper towels
- variety of objects to test absorbency (small sponges, aluminum foil, cotton balls, fabric, construction paper, small Ziploc bags, etc.)
- paper
- pencils
- clipboards

Vocabulary:

- eyedropper
- absorb: to soak up liquid
- waterproof: keeps water out/ off
- soak: very wet
- record: write something down
- results: what happened
- experiment: try something

Preparation: Set up materials.

Procedure:

Show page in *Rabbits and Raindrops* that describes how rabbit fur is not **waterproof**. Remind children that the rabbits had to shelter under the hedge so that their fur would not **absorb** the rain and get **soaked**.

Tell children that they will experiment to find out how absorbent different materials are. Show and name the objects to be tested. Give each child an **eyedropper**, a paper plate (to place the objects on), and a small cup or shallow dish of water.

Demonstrate using the eyedropper, e.g., “Put the tip of the dropper into the water and then squeeze the other end. Let go slowly and that will make the water go up into the dropper. Now you can squeeze the water on the object you are testing.”

Give children objects to test. You may want to give the same objects to pairs of children so they can discuss the results.

Use concept-specific vocabulary to describe the results of the experiment, e.g. “Look how the water soaks into the cotton ball. The cotton ball is very absorbent.”

Encourage children to **record** the results of their **experiments** with drawings and words.

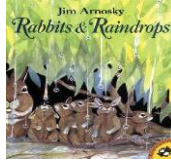


Small Groups: Sound Cans

Support: Medium

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:**

- *Rabbits and Raindrops*
- variety of metal cans
- variety of plastic containers, some filled with rocks, sand etc.
- cups/pitchers with water
- spoons
- eye droppers


Vocabulary:

- splash
- drip
- drop
- splat
- shower
- drum

Preparation: Set up materials.

Procedure: Remind children that in *Rabbits and Raindrops* there was a gentle **shower**. Review some of the rain-related vocabulary. Refer to the following pages and words in *Rabbits and Raindrops*: p. 16, “pouring”; p.21, “shower”; p. 24, “splatter”.

Tell children that they will experiment with making rain sounds. Demonstrate using a spoon to drop water into a can and listen to the sound it makes. Demonstrate dropping water from a higher or lower point and ask children if they can hear a difference in the sounds. Allow children to experiment with dropping water into the various containers. Ask them what they would name the sounds they create. Ask them if they can make a “**splash**”, or a “**drip**”, or a “**drop**”. Encourage children to listen carefully to the sounds that their friends make.

<p>Unit 3</p>  <p>Week 2</p>	<p><i>Small Groups: Measuring Water</i></p> <p>Medium/Low Support</p>	<p>Math SG1</p>	<p>Standards: MELDS.M.MD.PS.2 MELDS.M.MD.PS.8</p>
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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 connects to week 1 Windssock activity with the properties of water instead of air.

Materials:

- clear tubs for holding water
- small clear containers for holding measured water (clear cups or plastic measuring cups)
- eye droppers
- turkey basters
- small scoops
- variety of bottles for pouring
- images of rain gauges or a real rain gauge
- trays to hold measuring and pouring tools
- smocks
- *Thunder Cakes*

Math Vocabulary:

- rain gauge: instrument/tool used for gathering and measuring liquid precipitation
- liquid: substances like water that flow freely
- more than
- less than
- compare
- submerge
- squeeze
- release
- transfer: to move from one place to another
- eye dropper: a clear tube with a rubber bulb at the end for measuring out liquids like medicine
- turkey baster- a tube with a bulb at one end used in cooking to spread liquids

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Preparation:

Choose where the activity will be set up, at a small group table or the water/sensory table. If the children will work in pair, fewer containers will be needed to hold the water. If working at a small group table, use trays with sides or small bins for collecting water as children transfer from droppers, bottles to measuring containers. Have materials handy for the demonstration.

Procedure:

Show the cover of *Thunder Cakes*. *In Thunder Cake the girl and her Grandmother used many measuring tools to make thunder cake as the storm approached. They measured the ingredients they needed to make the cake taste good. We use for measuring other things too.*

Hold up image of rain gauge. *This is a rain gauge, we use this tool to collect rain. It helps us to know how much rain has fallen. Today we are going to explore some tools for measuring water.*

Have children put on smocks. If they have not explored with eye droppers and submerging bottles to fill containers demonstrate how to submerge the tip of the dropper/bottle and squeeze to let the air out. Show them how to slowly release to fill the tube with water.

Give each child a container for measuring, connect this to the image of the rain gauge. Ask them to choose a tool to begin transferring the water into their cup (or rain gauge).

Ask children: *Which tool fills the gauge/cup the fastest? How many scoops/drops does it take to fill your gauge? Do you think that would be how a big storm fills a rain gauge?*

Strategies to Provoke Math Thinking:

- Young children are curious of their environment including the weather. This activity is a way to begin to gather information about their worlds. After the small group has been completed by all the children place the container used as a rain gauge outside on raining days. Encourage children to keep track of the rainfall.

Documentation:

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

Provocation:

We measure rain and snow differently. Invite children to explore ways to measure snowfall.

<p>Unit 3</p>  <p>Week 2</p>	<p><i>Small Groups: Umbrella Game</i></p> <p>High Support</p>	<p>Math SG2</p>	<p>Standards: MELDS.M.CCC.PS.3 MELDS.M.OAT.PS.2</p>
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Guiding Math Ideas:

- Weather affects living things.
- Gathering information helps us make decisions.

Math Concepts from Unit Learning Progressions:

- Immediately recognize small quantities of items without counting (subitizing).
- Representing number relationships with toys, manipulatives and puzzles: Assigning Number Names to Groups.

Materials:

- cardstock or construction paper
- markers
- cardstock umbrella cards with blue dots to represent raindrops (a card for each number ie, 2 drops, 3 drops etc. up to 5)
- blue dot stickers or bingo marker for making dots
- enough umbrella cards for each child in the small group. Umbrella can be glued to popsicle sticks to make them easier to handle
- counters (preferably blue)
- small container for each child to hold 5 to 10 counters
- copies of *Gilberto and the Wind* and *Rabbits & Raindrops*

Math Vocabulary:

- umbrella: circular material supported on a rod to protect from rain and snow
- shelter: a place where you go to get protection from the weather
- How many?
- number names: two, three, four, etc.
- place: to put an object in a specific spot

Preparation:

Create umbrella cards for teacher use and laminate if possible (see example below). Make an umbrella card for each child in small group using the cardstock and markers. Laminate if possible or place in a clear page protector.



Example of child game card and teacher card

Place counters in containers (5 to 10), one for each child in small group. Have copies of *Gilberto and the Wind* and *Rabbits & Raindrops* available. Mark the page where Gilberto has his umbrella and the page where the rabbits have sheltered from the falling rain.

Make sure all materials are available and not placed on the table until after the introduction.

Procedure:

Hold up the tagged page from *Rabbits & Raindrops*. (Only if you have read this book! If not please go to the next step). *When we read Rabbits & Raindrops we learned how the rabbits take shelter under the hedges when it begins to rain. Humans have other ways to protect themselves from rain.*

Hold up the tagged page from *Gilberto and the Wind*. *Gilberto used an umbrella as a way to protect from the rain. Today I am going to teach you a game using pictures of umbrellas (hold up a game card) counters for raindrops (hold up a counter).*

Pass out the cards. *I also have umbrellas, mine have dot or raindrops on them. I'm going to show you the side with raindrops/dots very quickly for you to see. When you look at the umbrella try to notice how many dots/raindrops you see. When I turn the umbrella around you can place the same number of dots on your umbrella. Be sure to keep the number in your head and don't shout it out so everyone has a chance to try and guess the number of raindrops on the umbrella.*

Pass out the containers of counters. *We will use these counters as our raindrops.*

Let's begin. Start with the smaller numbers. Hold the umbrella dot side out for several seconds. When you turn it over say: Now you place the same number of raindrops on your umbrella. When children have finished ask them to tell you how many. Have them place counters back in the container and play again with a new number.

Play as many times as time allows.

Hold the dot side up longer if it seems children are having difficulty. Have dots for numbers placed in a variety of ways for more of a challenge (have a group of four in a diagonal as well as in the traditional square position).

Strategies to Provoke Math Thinking:

- Some children may get the number of dots correct but are unable to name the number or answer how many. Model this for them and celebrate what they can do. "You put two dots on

your umbrella and there are two dots on my umbrella!” This game can be played throughout the year with modifications to meet the needs of the children. Other children may be ready for a challenge, you can hold up two umbrellas at one time and ask them how many all together and place that many on their umbrella. A die could also be used instead of the teacher umbrella.

Documentation:

Note the children who use names of the numbers when asked how many and those who do not yet. Are there children who look to their peers’ work for confirmation of their answer?

Provocation:

Use a rainy or snowy day to ask how many raindrops or snowflakes can be collected on paper. Use dark construction paper and hold it outside in the weather for a count of 4, 5 or more. Have Children count the dots. This technique can be used to spark a discussion on how hard or light the precipitation is. Will heavy rain produce bigger dots? Will snow dots look the same as rain dots?

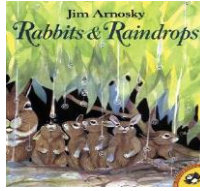


Small Groups: Rabbits And Raindrops Illustrations

Support: Independent

Standards:

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


Materials:

- *Rabbits and Raindrops*
- paper (drawing, construction, newsprint)
- writing utensils
- paint
- paintbrushes
- scissors
- construction paper (variety of colors)
- glue sticks
- beautiful Stuff

Vocabulary:

- rabbit
- shelter: a safe place
- hedge: a row of bushes
- lawn: a grassy area
- soaked: very wet
- waterproof: keeps water out/ off


Preparation: Set up materials.

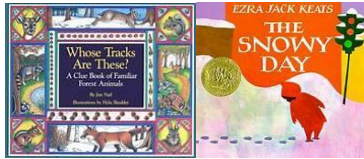
Procedure:

Remind children that in *Rabbits and Raindrops* the mother **rabbit** took her baby rabbits to play on the **lawn**, but when it began to rain she helped them **shelter** under a **hedge** so they wouldn't get wet.

Remind children that rabbits do not have **waterproof** fur, and if they get too wet they can get soaked and catch a cold. Tell children that they can create their own pictures based on *Rabbits and Raindrops*.

Encourage children to use a variety of materials, including Beautiful Stuff. After children are finished, ask them to describe how they were inspired by *Rabbits and Raindrops*. Encourage children to label their pictures. Support children in finding the specific page(s) in the book that inspired their pictures.

<p>Unit 3</p>  <p>Week 2</p>	<p>Outdoor Learning Opportunities:</p> <p>Three P's of Animal Tracks</p>	<p>Standards: M.MG.PS.1 PHD.GM.PS.2 S.LS.PS.1 & 6 SED.SD.BRC.PS.1</p>
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<p>Materials:</p> <ul style="list-style-type: none"> ● 8-1/2" x 11" white paper ● Large peeled crayons to make rubbings ● Pictures of animal tracks and animals local to Maine ● Large sheets of white paper taken from a roll of paper (2-1/2' wide x 5-6' long) ● Book – <i>Whose Tracks Are These?</i> By Jim Nail ● Track stamps, ink pads and large paper ● Rubber track molds and Plaster of Paris 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Print ● Pattern ● Placement ● Bounding ● Waddling
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Introduce the topic of animal tracks with the 3 P's (print, pattern, placement) of tracks activities.

Print

To introduce the concept of a single print, provide children with paper and crayons so they can do a rubbing of their shoe or boot. Demonstrate how they can place their foot on the white paper (pretend snow) and trace their shoe or boot around with a crayon. They can do this in pairs and each child trace their friend's shoe. Then they take off their other shoe (or boot) and place it under the outline on the paper. Then use a crayon on its side to do a rubbing of the bottom of the shoe.

Once rubbings are completed, have everyone look at their rubbing and find something special about it. It might be the pattern they see or shapes or even words revealed. Everyone's rubbing will be unique to them. Discuss the prints of different animals (with pictures) that live in Maine and how they are unique (number of toes – often different for front vs. hind feet; claws that retract or don't – dog family don't retract claws, cat family do retract claws; size, etc.).

Pattern

Place the large sheet of white paper on the floor. It can represent a snow storm. Discuss (with pictures of animals and animal tracks) the different ways that animals move. Have the children

move like a deer, dog, or cat. Have them walk and look at where their feet land. A volunteer can walk on the large sheet of paper and then outline their feet with a crayon to show how the tracks will be left. Which animals walk (deer, dog, cat, fox, etc.)? A fox and cat will have a more linear walking pattern. Children can take turns walking in the footprints left on the sheet.

Take out another large sheet of paper (or turn the first sheet over) and have children move like they think a rabbit or squirrel moves. This is called bounding (or hopping). Have another volunteer hop on the paper and outline their feet. The back feet will be larger than the front. The pattern created has the back feet in front of the front feet in a group. Which animals bound or hop and leave grouped tracks like these (rabbits, squirrels, chipmunks, mice, etc.)? Rabbits front feet will be slightly offset as compared to a squirrel and their hind feet will be larger. Mice will have very small tracks. Children can take turns hopping in the footprints left on the sheet.

Use another large sheet of paper and have the children move like a bear or raccoon. Then have them pair off one behind the other child. The child in the back puts their hands on their partner's shoulders. Then they walk, but both use the same foot (one side, then the other). This can be an opportunity to talk about right and left sides. Have one pair of volunteers walk like this on the paper and outline their feet. It will show that the front and hind footprints will be next to each other and then reverse with the next step. This represents a waddle. Which animals move like this (bear, raccoon, skunk, opossum, etc.) The skunk and opossum slightly vary and are not quite so clear to identify.

Placement

After figuring out the print and pattern, the next important clue to figure out animal tracks is where they are found. A hopping track that looks like a squirrel or rabbit and leads to a tree is more likely a squirrel, as it will climb the tree. Read *Whose Tracks Are These?* By Jim Nail. This book provides clues for animal tracks and provides the idea of placement very well.

Go outside and look for animal tracks in the snow. What stories do the tracks tell? Have children make their own walking, hopping, and waddling tracks.

Extension: Using animal track stamps (homemade by using adhesive craft foam cut out into an animal track and sticking it to a wood block or by purchasing animal track stamps from www.acornnaturalists.com), the children can make their own track stories on large sheets of paper. They can do this individually or in groups, then have the other children guess the story by looking at the tracks.

Extension 2: Make plaster casts of animal tracks by using rubber molds (can be purchased from Acorn Naturalists along with other animal track materials). This is how you can bring an animal track back if you find one outside. The children can paint the casts once they are dry.

Guiding Questions:

- What details in an animal track print are important to help figure out which animal made it?
- How do animals move? What would their track look like depending on how they move?
- Where do you find animal tracks? Can you tell which animal left the track by where you find it (leading to a tree, near the pond, in the woods, in a field, etc.).

Unit 3 Week 2	Absorbency of Materials: Small Groups Lower/Medium Level Technology Supplement	ISTE-S 6 a,d	Standards: ATL.IC.PS.2 - 5 CA.VA.PS.1-2, 4 ELA.SL.CC.PS.1 - 3 PHD.FM.PS.1, 5, 6
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[book covers that represents the book(s) the lesson touches upon]

<p><i>Technology Concepts</i></p> <ul style="list-style-type: none"> ● The appropriate tool selected to meet the objective of communicating ● Publish content for intended audience (if pictures are sent to parents/guardians)
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Drawing app such as Osmo Masterpiece ● Tablet 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Communicate ● Digital Media ● Publish Pictures
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Preparation:

Tablet is placed in a location easy to access
Have selected app open
Teacher is familiar with Osmo Masterpiece

Procedure:

Children record results of their experiments by drawing on the tablet using a writing app of choice. Save drawings and send to parents. Drawings can also be printed out.

Unit 3 Week 2	Wind Illustrations: Art Studio Higher Level Technology Supplement	ISTE-S 3,d 6b c,d	Standards: CA.VA.PS.1-5 ELA.SLCC.PS.1-3 ELA.WPD.PS.1
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[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

- Actively explores real world issue and pursues answers using digital technology
- Digital platform used to create and communicate
- Complex ideas are clearly and effectively presented through visualizations
- Content published - digital story can be viewed by children and parents/guardians

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Tablet ● App that allows to make video with narration from pictures - Puppet Edu is suggested 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Digital communication ● Digital storytelling ● Narration
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Preparation:

Tablet located in area easy to access
App ready
Children’s Wind Illustrations are set out and ready
Children are ready to narrate illustrations
Teacher is familiar with selected app

Procedure:

If Puppet Edu is used:
Take pictures of all Wind Illustrations and load into Puppet Edu
Follow directions in Puppet Edu to create video
Each child has opportunity to narrate picture in video