

## Prekindergarten Unit Lesson Plan Information

The following Sample Unit Lesson Plan Template provides guidance as you think through the design of a unit lesson. The unit lesson plans will integrate the Unit Plans for PreK ELA and PreK Math into the lessons. Therefore, it is important to develop the Unit Plan first, so that you will see the big picture of where you are and where you wish to go. This will make it easier to focus on the individual unit lesson plans.

### Organization of Unit Lessons

The Sample Unit Lesson Plans are comprised of ten (10) sample units. Each is divided into three-week units for a total of 30 weeks of instruction across all ten units. As you design your unit lesson plans, you may want to consider adding units or adjusting the sample units to meet the needs and interests of your children. Each Sample Unit Lesson is written to cover a 3 week period of time; however, you may decrease or increase the amount of time spent on each unit lesson.

Each unit lesson should have Focus Learning Objectives and Focus Standards emphasized within that particular unit. There are, however, many more supporting standards that should be incorporated throughout the units that are not addressed specifically on the unit lesson plan. For example, throughout the year, teachers will incorporate skills such as listening comprehension, letter knowledge, writing, phonemic awareness, color/shape recognition, etc. within the daily activities for every unit lesson.

### Unit Lesson Plans Include:

- **Focus Learning Objectives:** The content and skills to be taught and assessed.
- **Focus Standards:** The specific standards that are addressed that will be taught and assessed.
- **Guiding Questions:** Questions for teachers to consider that will increase children’s knowledge and understanding of the Unit Lesson theme.
- **Vocabulary and Higher Order Questions:** Questions teachers ask children to introduce new vocabulary and serve as examples of questions that encourage children to reason and explain their thinking.
- **Integrated Domain Concepts:** The general skills that can be integrated into the unit lesson that incorporate skills from all domains of the standards.
- **Focus Activities:** Unit-related activities that incorporate the focus skills and standards to be taught and assessed. It is assumed that these activities will be used more than once during the week along with other planned activities. Detailed descriptions of these activities can be found in the Appendix.
- **Focus Materials:** Specific materials that can be used in the various learning centers that relate to the focus skills and standards to be taught and assessed. These materials are an addition to the basic materials that are in each learning center.
- **Transition Activities:** The activities that are used to help children move from one activity to another. These activities should relate to the focus skill areas.
- **Additional Resources:** Any other materials, activities, websites, etc. that will be used that relate to the unit lesson.
- **Family Engagement:** Activities to involve families in activities at home that support what is being learned in the classroom
- **Appendix:** Contains detailed explanations of the circle time and whole or small group activities, as well as shared writing activities. These are samples, and teachers are encouraged to add additional activities or adjust these to meet the needs and interests of their children.
- **Assessment:** Documentation of skills and standards to be recorded by the teacher through observation, notes and anecdotal records, as well as child generated products. [This should occur throughout the day to monitor progress of children towards accomplishing the focus skills and standards throughout the unit lesson time frame. The teacher should assess the children using authentic assessment that involves a continual process of observing, listening, collecting and recording. The assessment process should concentrate on the focus skills and standards; however, progress towards other non-focus skills and standards may be observed and documented as well. The items for documentation should be dated and kept in the child’s portfolio (hard copies and/or electronic)].

Unit Title	Stormy Days	Length of Unit	3 weeks
<b>Focus Learning Objectives:</b>	<b>Focus Standards Addressed in this Unit:</b>		
<p>The children will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate that print is read left to right and top to bottom</li> <li>2. Count the number of words in a sentence</li> <li>3. Make predictions about the daily weather</li> <li>4. Describe the proper clothing needed for changes in the weather</li> <li>5. Sequence changes in the weather</li> <li>6. Describe the effects rain has on plants</li> <li>7. Measure liquids using a rain gauge</li> <li>8. Use objects to demonstrate simple addition and subtraction problems that total 6 or fewer</li> </ol>	<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>		

Unit Title		Stormy Days		Length of Unit	3 weeks	
Guiding Questions for Teachers:				Vocabulary Words /Sample Higher Order Questions to Ask Children:		
<ol style="list-style-type: none"> <li>Can the children demonstrate that print is read left to right and top to bottom when following along with a read aloud?</li> <li>Can the children count the number of words in a sentence?</li> <li>Can the children make daily predictions about the weather?</li> <li>Can the children describe the proper clothing needed for changes in the weather?</li> <li>Can the children sequence the events when the weather changes?</li> <li>Can the children describe the effects rain has on plants?</li> <li>Can the children measure liquids using a rain gauge?</li> <li>Can the children use objects to demonstrate simple addition and subtraction problems that total 6 or fewer?</li> <li>Can the children communicate through written representation?</li> </ol>				<p><b>Vocabulary:</b> rain, rainy, raindrops, clouds, cloudy, partly cloudy, sunny, lightning, thunder, storm, stormy, rainbow, rain gauge, thermometer, temperature, raincoat, rain hat, rain boots, rain stick, umbrella</p> <p><b>Higher Order Questions:</b></p> <ul style="list-style-type: none"> <li>If you are going to write a letter to someone, what would you write about?</li> <li>How do you know when rain is coming?</li> <li>What happens during a storm?</li> <li>What happens when a storm is over?</li> <li>What are some ways that rain can be helpful?</li> <li>How does the weather affect what you wear for the day?</li> </ul>		
Integrated Domain Concepts:	Approaches to Learning	Cognitive (Creative Arts, Math, Science, Social Studies)	Language and Literacy	Physical	Social Emotional	
	Intrinsic motivation to learn; Engage in play-based learning to explore, investigate, and acquire knowledge	Demonstrate care of the environment through activities, such as watering class plants; Develop an awareness of the importance of rules and responsibilities within their classroom;	Demonstrate increased development of oral language skills; Demonstrate increased use of factual texts and the ability to use a combination of drawing, dictating, and /or writing in response to an activity or a text read aloud	Develop large and small muscle control and coordination	Demonstrate confidence in range of abilities and express pride in accomplishments; Attempt new experiences with confidence; Regulate attention, impulses, and behavior	

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 8

Unit Title	Stormy Days		Length of Unit	3 weeks	
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 1	<p><i>How does rain sound?</i></p> <p><i>What can you do on a rainy day?</i></p> <p><i>Weather Graphing</i></p> <p><i>Dress the Weather Bear</i></p>	<p><b>Puddle Jumping:</b> Children will practice jumping in and out of hula hoops placed on the ground while pretending they are rain puddles</p> <p>Jump ropes, parachute activity with ball</p>	<p><i>A Letter to Amy</i> (Ezra Jack Keats)</p> <p><i>Umbrella</i> (Taro Yashima)</p> <p><i>Rain</i> (Robert Kalan)</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>Workout to the Letter Sounds</i> (Jack Hartmann)</p>	<p><b>Shared Writing:</b> Writing a letter to our parents based on <i>A Letter to Amy</i>.</p> <p><b>Journal Writing:</b> Observe the class plant(s).</p> <p><b>Measure the Rain</b></p> <p><b>Weather Chart</b></p>
Week 2	<p><i>What do you use/wear on a rainy day?</i></p> <p><i>Weather Graphing</i></p> <p><i>Dress the Weather Bear</i></p>	<p><b>Cloud Jumping:</b> Children will practice jumping in and out of hula hoops placed on the ground while pretending they are clouds; add number cards that children can draw from a pile to determine how many times they should jump</p> <p>Balance beam, tricycles</p>	<p><i>Whatever the Weather</i> (Karen Wallace)</p> <p><i>It's Raining, It's Pouring</i> (Kin Eagle)</p> <p><i>Come On Rain</i> (Karen Hesse)</p> <p><i>Splish! Splash! A Book About Rain (Amazing Science: Weather)</i> (Josepha Sherman)</p>	<p><i>Start This Day With A Song</i> (Jack Hartman)</p> <p><i>The Itsy Bitsy Spider</i> (The Learning Station)</p> <p><i>May There Always Be Sunshine</i> (Dr. Jean)</p>	<p><b>Cloud Counting</b></p> <p><b>Journal Writing:</b> Observe the class plant(s).</p> <p><b>Rainy Day Writing</b></p>

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 8

Unit Title	Stormy Days		Length of Unit	3 weeks	
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 3	<p><i>Why do we need rain?</i></p> <p><i>Weather Graphing</i></p> <p><i>Dress the Weather Bear</i></p>	<p><b>Rainbow Fun:</b> Children will roll, crawl, walk, hop (2 feet), hop (1 foot), skip and run for each color of the rainbow: The teacher can use color cards with words and pictures, such as red for rolling, orange for crawling, yellow for walking, green for hopping (2 feet), blue for hopping (1 foot), indigo for skipping and violet for running</p>	<p><b>The Rain Came Down</b> (David Shannon)</p> <p><b>A Reason for the Seasons</b> (Gail Gibbons)</p> <p><b>Listen to the Rain</b> (Bill Martin Jr. and John Archambault)</p> <p><b>Down Comes the Rain (Let's Read-and-Find-Out Science 2)</b> (Franklyn M. Branley)</p>	<p><b>Start This Day With A Song</b> (Jack Hartman)</p> <p><b>Let's Make Words</b> (Jack Hartman)</p> <p><b>Weather Song</b> (Dr. Jean)</p>	<p><b>Journal Writing:</b> Observe the class plant(s).</p> <p><b>Rainy Day Sequencing</b></p> <p><b>Weather Report: Write to Inform</b></p> <p><b>How to Dress in the Rain</b></p>
Focus Materials in Learning Centers:	<b>Centers</b>	<b>Focus Materials</b>			
	<b>Fine Motor</b>	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			
	<b>Dramatic Play</b>	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			
	<b>Art</b>	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			
	<b>Nature/Science</b>	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			
	<b>Math/Number</b>	Include the <b>Cloud Counting</b> materials from the small group activity for children to explore with their peers (can be found in the appendix for Week 2)			

Unit Title	Stormy Days	Length of Unit	3 weeks
Focus Materials in Learning Centers:	Centers	Focus Materials	
	Music and Movement	Create a homemade rain stick 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>	
	Sand/Water	Encourage children to create puddles by digging holes in the sand and then pouring water into the holes using a measuring cup; 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	
	Technology	Weather Games and Weather Experiments on the Weather Wiz Kids website - <a href="http://weatherwizkids.com/index.htm">http://weatherwizkids.com/index.htm</a>	
	Blocks	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	
	Books and Listening	Add additional Fiction and Nonfiction stories about the weather	
	Writing	Include the vocabulary words on index cards or sentence strips for the children to use as a reference when writing	
	Other	Contact a local meteorologist and request a class visit to discuss how they predict the weather	
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		
Additional Resources:	Dr. Jean CDs: <i>Dr. Jean Sing Along and Read Along</i> ; <i>Dr. Jean and Friends</i> ; <i>All Day Long with Dr. Jean</i> Jack Hartmann CDs: <i>Hip Hop Alpha Bop Vol. 2</i> The Learning Station CDs: <i>Brain Boogie Boosters</i> <a href="http://weatherwizkids.com/index.htm">http://weatherwizkids.com/index.htm</a> <a href="http://www.makinglearningfun.com/themepages/WeatherCloudMathMat.htm">http://www.makinglearningfun.com/themepages/WeatherCloudMathMat.htm</a>		

Unit Title	Stormy Days	Length of Unit	3 weeks
<b>Family Engagement</b>	<p><b>Week 1:</b> Send home blank paper or blank cards with the children. Send instructions asking parents to predict the weather for the next day with their child. The families can work together to draw a picture of their predictions. Bind the papers or cards together and place it in the library as a weather resource book.</p> <p><b>Week 2:</b> Encourage families to measure rain using a homemade rain gauge. Parents can leave a clear empty jar outside to catch the rain and then bring it inside and measure how many inches of rain it contains using a ruler. Provide blank index cards for the children to return with their at-home results. The results can be compared to the classroom rain gauge to see if the rain fell in the same amounts or if the measurements were different.</p> <p><b>Week 3:</b> Invite parents to visit the classroom by sending invitations that the children created during the <b>Shared Writing Activity</b>. Alternate activity: Create a template to share with families to help them develop a stormy weather plan for their family.</p>		
<b>Appendix:</b>	<p><b>Detailed explanations for:</b>  <b>Morning Circle Time (Weeks 1-3)</b>  <b>Small Group Activities (Weeks 1-3)</b>  <b>Shared Writing Activity</b></p>		
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Use a checklist to determine if each child can recall words to songs and finger plays</li> <li>• Observe and record how each child uses new vocabulary acquired through conversations, activities, or listening to texts read aloud</li> <li>• Observe and record how each child gathers information and asks complex questions</li> <li>• Video recording of children interacting with rainy day props in the Dramatic Play center</li> <li>• Use a checklist to determine if each child is able to identify numerals in various learning centers and activities</li> <li>• Use a checklist to determine if each child can compare sets of objects using more and less</li> <li>• Anecdotal records for how each child can identify and understand cause and effect relationships</li> <li>• Work samples created by children depicting the weather</li> <li>• Work samples of children’s writing from the writing center, science center, small group work, and journal writing</li> <li>• Video recording of children participating in small group learning</li> <li>• Observe and record each child choosing the types of clothing needed for different types of weather</li> <li>• Anecdotal records of how each child can describe the current weather and how weather conditions can change from day to day</li> </ul>		

### APPENDIX

The following are descriptions of activities within the Unit. Teachers are encouraged to add additional activities or adjust these to meet the needs and interests of their children.

#### **Morning Circle Activities:**

##### **Week 1: How does rain sound?**

Materials List: chart paper or other form of recording children’s responses, writing utensils, timer, audio recording of rain, multiple watering cans with varying spouts, water table, water

The question posed can be used as a guiding question of the day. The children should be encouraged to participate in a “Turn and Talk.” A “Turn and Talk” is when children are paired together to discuss the question freely in order to come up with a unique answer for their pair. The children may need encouragement by having the teacher asking prompting questions, such as, “Can you think of something that sounds like rain?” or “How does rain sound when it is raining hard?” or “How does rain sound when it is raining softly?” The teacher then allows children to discuss their findings with the whole group. It is best to set a timer while the children are discussing so that the focus question is discussed and children remain on task. The responses to this question would be best recorded on the chart paper. When the teacher is recording responses on the paper, she can explain that written words are a form of communication. When the teacher begins to record the response, she should comment, “When I write your answer on this paper, I will start on the left side and at the top. My writing will go from left to right and top to bottom. I begin each sentence with a capital letter. I end each sentence with a period, because it lets you know to stop and pause.” Optional: Use the watering cans to visually demonstrate how rain falls. Have the children take turns pouring the water out of the watering cans and into the water table. Point out how the water can sound loud or soft depending on if it is poured slowly or very quickly. Play the audio recording of rain, so the children can make an auditory connection to the lesson.

Accommodations: Pair a child that has a high-level of vocabulary with a child that has a medium-level of vocabulary, or pair a child with a medium-level of vocabulary with a child that has a low-level of vocabulary. By pairing children in this manner, you are ensuring that the conversation will develop further. Use a timer with a light up feature to add a visual element when tracking time for children participation.

### **What can you do on a rainy day?**

Materials List: chart paper or other form of recording children’s responses, writing utensils, timer, scissors, magazines, glue

This activity is designed to be placed on a thinking map and added to the dramatic play center. Draw a large circle in the center of your chart paper. Write the question, “What can you do on a rainy day?” in the circle. Draw lines to branch out from the inner circle to record children’s responses. Allow the children time to discuss the question amongst their peers. Set a timer so that the discussion remains on task. Record the responses on the lines on the thinking map. If the children cannot think of things to do on a rainy day, ask, “What are some things you can do indoors?” Enhance the chart by encouraging children to visit the fine motor center to cut out pictures of indoor activities, such as playing board games, reading books, baking cupcakes, etc. Glue the pictures to the respective activities on the chart. Use the chart as a visual in the dramatic play center to encourage the children to imitate indoor activities.

Accommodations: May need to add gripper scissors to the fine motor center.

### **Weather Graphing**

Materials List: pocket chart, colored tape, index cards, writing utensils, crayons/markers

Prior to the lesson, draw the following pictures onto index cards: sun, sun with a cloud covering part of it, clouds, and rain. Each weather condition should be on a separate card. Place the cards in a row across the bottom level of a pocket chart. Use the colored tape to divide the pocket chart into columns representing each weather condition. The columns will be used to create a graph of the weather. Each day during Circle Time, a child will be assigned the job of weather reporter to describe the weather. When the reporter decides how to describe the day, the choice will be indicated on the graph using a numbered index card in the appropriate column. For example, for the first day, if the day is rainy, an index card with the numeral one will be placed in the rainy column. For

each additional day that rain is observed, a numbered index card will be placed above the rain symbol. Just remember that each column will begin with the numeral one. Discuss with the children which column has more/less numbered cards and why. If time allows, use the numbered cards to play simple addition and subtraction problems. For example, “If we add 1 card to this number, how many will we have?” or “If we take away 1 card, how many are left?” The best way to demonstrate this concept is by using manipulatives, such as small blocks, people or animal counters, etc. This would also be a great small group activity. Continue the weather graphing activity daily.

Extension to the lesson: Allow the weather reporter to record the numeral on the index card rather than the teacher.

Accommodations: If the weather reporter is having difficulty deciding how to label the weather, ask the children to take a vote to decide the most common opinion of the weather. Have children work in pairs when one child is unable to count the number on his own.

### **Dress the Weather Bear**

Materials List: cutout of a bear, cutouts of various pieces of clothing, (Velcro, sticky tack or double-sided tape to attach clothing to the bear), sentence strips, writing utensils

Prepare the bear and clothing cutouts prior to the lesson. To adhere the clothing to the bear use Velcro, Sticky Tack, or double-sided tape. Prepare the following statement onto a sentence strip: Today the weather is \_\_\_\_\_. Write the following choices on sentence strips to be interchanged throughout the unit: hot, cold, and rainy. Discuss the weather with the children during the **Weather Graphing**. Allow the assigned weather reporter to decide what types of clothing the bear should wear. Adhere the appropriate clothing to the bear such as, shorts and a t-shirt or long pants and a long sleeve shirt or rain gear, if needed. It will then be decided which term best fits in the sentence strip. The weather reporter will follow the print on the sentence strip as the teacher reads the sentence aloud to the class. The child will point to each word as it is spoken. Discuss why it is important to dress for the weather, i.e. Shorts in the winter will not provide enough protection from the cold.

Accommodations: If the children are not able to follow along independently to the spoken text, the teacher can guide the child’s hand as she reads the sentence.

### **Week 2: What do you use/wear on a rainy day?**

Materials List: chart paper or other form of recording children’s responses, writing utensils, scissors, magazine, glue, raincoat, rain boots, umbrella

This activity is designed to be placed on a thinking map to add to the dramatic play center. Draw a large circle in the center of your chart paper. Write the question, “What do you use/wear on a rainy day?” in the circle. Draw lines to branch out from the inner circle to record children’s responses. Allow the children time to discuss the question amongst their peers. Set a timer so that the discussion remains on task. Record the responses on the lines on the thinking map. If the children cannot think of clothing needed on a rainy day, ask, “What would you need to keep yourself dry when it is raining?” Enhance the chart by encouraging children to visit the fine motor center and cut out pictures of rain gear. Glue the pictures to the responses on the chart. Use the chart as a visual in the dramatic play center to encourage the children to choose rainy day attire to enhance their play.

Accommodations: May need to add gripper scissors to the fine motor center.

### **Weather Graphing**

Materials List: pocket chart, colored tape, index cards, writing utensils, crayons/markers

This will be an extension of the lesson used in week one of the unit. Prior to the lesson, one week’s worth of weather should already be in place on the graph. Continue numbering the graph with this week’s weather. Each day during Circle Time, a child will be assigned the job of weather reporter to describe the weather. When the reporter decides how to describe the day, the choice will be indicated on the graph using a numbered index card in the appropriate column. For example, for the first day of week two, if the day is sunny, and there were three sunny days in the previous week, then the number four will be placed in the sunny column. For each additional day that sun is observed, a numbered index card will be placed above the sun symbol. Just remember that each column will begin with the next consecutive number. Discuss with the children the concept of adding one more and also discuss which column has more/less numbered cards and why. Continue this activity daily.

Extension to the lesson: Allow the weather reporter to record the numeral on the index card rather than the teacher.

Accommodations: If the weather reporter is having difficulty deciding how to label the weather, ask the children to take a vote to decide the most common opinion of the weather. Have children work in pairs when one child is unable to count the number on his own.

### **Dress the Weather Bear**

Materials List: cutout of a bear, cutouts of various pieces of clothing, (Velcro, sticky tack or double-sided tape to attach clothing to the bear), sentence strips, writing utensils

The bear and clothing cutouts should be prepared from week one’s activity. Continue to discuss the weather with the class just as you did in week one during the **Weather Graphing**. Allow the assigned weather reporter to decide what types of clothing the bear should wear. Adhere the appropriate clothing to the bear such as, shorts and a t-shirt or long pants and a long sleeve shirt or rain gear, if needed. It will then be decided which term best fits in the sentence strip. The weather reporter will follow the print on the sentence strip as the teacher reads the sentence aloud to the class. The child will point to each word as it is spoken. Discuss why it is important to dress for the weather, i.e. Shorts in the winter will not provide enough protection from the cold.

Accommodations: If the children are not able to follow along independently to the spoken text, the teacher can guide the child’s hand as she reads the sentence.

### **Week 3: Why do we need rain?**

Materials List: chart paper or other form of recording children’s responses, writing utensils, timer, classroom plant(s), watering can

The question posed can be used as a guiding question of the day. The children should be encouraged to participate in a “Turn and Talk.” A “Turn and Talk” is when children are paired together to discuss the question freely in order to come up with a unique answer for their pair. The children may need encouragement with the teacher asking prompting questions, such as, “How can this plant get water? What would happen to this plant if it did not get water? What other plants need water?” The teacher then allows children to discuss their findings with the whole group. It is best to set a timer while the children are discussing so that the focus question is discussed and children remain on task. The responses to this question would be best recorded on the chart paper. When recording responses on paper, orally state how words are written as a form of communication. When the teacher begins to

record the response, she should comment, “When I write your answer on this paper, I will start on the left side and at the top of the paper. I begin my sentence with a capital letter. I end my sentence with a period, because it lets us know to stop and pause.” Use the watering can to visually demonstrate how rain can be used to give a plant food. Assign the children to take turns watering the class plant daily.

Extension to the lesson: Allow a discussion of class observations of the plant’s growth.

Accommodations: Pair a child that has a high-level of vocabulary with a child that has a medium-level of vocabulary, or pair a child with a medium-level of vocabulary with a child that has a low-level of vocabulary. By pairing children in this manner, you are ensuring that the conversation will develop further. Use a timer with a light up feature to add a visual element when tracking time for children participation.

### **Weather Graphing**

Materials List: pocket chart, colored tape, index cards, writing utensils, crayons/markers

This will be an extension of the lessons used in weeks one and two of the unit. Prior to the lesson, two weeks of weather should already be in place on the graph. Continue numbering the graph with this week’s weather. Each day during Circle Time, a child will be assigned the job of weather reporter to describe the weather. When the reporter decides how to describe the day, the choice will be indicated on the graph using a numbered index card in the appropriate column. For example, for the first day of week three, if the day is cloudy, and there were five cloudy days in the previous weeks, then the numeral six will be placed in the cloudy column. For each additional day that clouds are observed, a numbered index card will be placed above the cloudy symbol. Just remember that each column will begin with the next consecutive number. Discuss with the children the concept of adding one more and also discuss which column has more/less numbered cards and why. Continue this activity daily.

Extension to the lesson: Allow the weather reporter to record the numeral on the index card rather than the teacher.

Accommodations: If the weather reporter is having difficulty deciding how to label the weather, ask the children to take a vote to decide the most common opinion of the weather. Have children work in pairs when one child is unable to count the number on his own.

### **Dress the Weather Bear**

Materials List: cutout of a bear, cutouts of various pieces of clothing, (Velcro, sticky tack or double-sided tape to attach clothing to the bear), sentence strips, writing utensils

The bear and clothing cutouts should be prepared from prior activities. Continue to discuss the weather with the class just as you did in weeks one and two during the **Weather Graphing**. Allow the assigned weather reporter to decide what types of clothing the bear should wear. Have the child adhere the appropriate clothing to the bear, such as shorts and a t-shirt or long pants and a long sleeve shirt or rain gear, if needed. It will then be decided which term best fits in the sentence strip. The weather reporter will follow the print on the sentence strip as the teacher reads the sentence aloud to the class. The child will point to each word as it is spoken. Discuss why it is important to dress for the weather, i.e. Shorts in the winter will not provide enough protection from the cold.

Accommodations: If the child is not able to follow along independently to the spoken text, the teacher can guide the child's hand as she reads the sentence.

### **Shared Writing Activity:**

#### **Writing a letter to our parents based on *A Letter to Amy* (Ezra Jack Keats)**

Materials List: ***A Letter to Amy*** (Ezra Jack Keats), chart paper with a letter heading addressed to parents, writing utensils, copy paper

Include children in a shared writing experience to create a class letter addressed to their parents. The letter will be an invitation for a classroom visit at the end of the Stormy Days unit. The children will brainstorm ideas to include in the letter such as, a date and time for the classroom visit, and activities to be included. The unit will end with a classroom visit, so the children can show parents what they have learned about the weather. Through the writing process, the teacher will demonstrate the proper usage of print concepts. The teacher will emphasize how each spoken word can be represented in print through a series of letters. The teacher should include the use of proper punctuation. Once the letter is complete, the teacher will draft a final copy to be reproduced for

each child in the classroom. Each child will have the opportunity to sign their names at the bottom of the letter and draw a picture of themselves or a weather scene. The letters will be sent home with advanced notice of the visit.

Accommodations: For those unable to write their own name, the teacher can assist in the writing process.

### **Small Group Activities:**

#### **Week 1: Journal Writing: Observe the class plant(s).**

Materials List: class plant(s) or bean plants for each child, paper, writing utensils, crayons

For this lesson, the children will use four of their five senses to observe a classroom plant or their own plant in its beginning stages. For the first week of the unit, the teacher may choose to plant some seeds or a seedling and watch the plant(s) grow. (Tip - bean plants grow relatively quickly and growth can be seen in a short period of time.) The lesson can begin with the children using the sense of touch as they plant seeds in the soil. The teacher should encourage conversation by asking questions, such as “How does the soil feel?” The teacher should continue to discuss how to observe a living thing through sight, sound, touch, taste (if safe), and smell. The children will use emerging writing skills to record their observations in a journal. The journal entry should include a mixture of symbols, letters, words, and numerals depending on the child’s individual ability. It should also include a picture representation of what they are observing. As the week progresses, the children may wish to revisit the journal and add more journal entries as the plant grows and changes. The children may wish to also write about the effects that water has on the plants. They can include the measurements of growth and a description of the soil when water is added.

Extension to the lesson: The teacher provides a class plant that they take care of and water, as well as a plant that doesn’t get as much water or no water at all. The teacher discusses the scientific process as she/he sets up this simple experiment with the two plants (one that gets watered regularly and one that doesn’t). The teacher helps the children understand the hypothesis (an idea that requires further discussion or investigation). The children make and record daily observations of both plants. The conclusion is determined at the end of the unit.

Accommodations: The children will have a large range of writing skills. Some may have the ability to write letters and begin putting letter sounds together to use inventive spelling; while there may be others with limited ability to write. The teacher may decide to have the child give an oral dictation with the teacher recording the oral description. The children's pictures will also be used as an assessment tool.

### **Measure the Rain**

Materials List: numbered rain gauge, unifix cubes, journals/blank copy paper, writing utensils, crayons

Prior to the activity, the teacher will place a rain gauge outside the classroom. For the activity, the children will observe how much rain has been collected in the rain gauge. The children will count the numbers on the rain gauge. The children will use unifix cubes to measure the rain in the gauge. The children will then use their journals to record their observations. This may include a drawing of a rain gauge complete with numbers. The children may draw squares representing the unifix cubes used, and they may write about their observations using letters and words.

Extension to the lesson: The children can observe the rain gauge over a period of time and make a graph to compare the daily intake. The children will use comparative vocabulary to discuss days with more or less rain.

Accommodations: For children unable to draw a rain gauge, the teacher may draw the gauge and have the children color the inside of the gauge representing the amount of rain collected.

### **Weather Chart**

Materials List: paper plate, arrow cutouts, metal brads, writing utensils, crayons, markers

Prior to the lesson, cut out enough arrows for each child to have one. For this lesson, the children will use their writing skills to copy words from a model. Instruct the children to first fold the plate in half, creating a semicircle; and then once more in half, creating four equal parts. The children will use a marker to trace along the folds once the plate is opened. The children will copy each of the following words in the four quadrants of the plate: sunny, partly cloudy, cloudy, and rainy. The children will draw a picture to match the words. When the children have completed the writing and drawing portion, the teacher will attach an arrow in the center using

a brad. The teacher will lead an oral discussion of how the weather can be described today. The children will slide the arrow to the appropriate word to describe the daily weather.

Accommodations: For children unable to copy words from a model, the teacher can write the words onto the plate and allow the children to draw accompanying pictures.

### **Week 2: Cloud Counting**

Materials List: dice, cotton balls, Laminated Weather Mat from:

<http://www.makinglearningfun.com/themepages/WeatherCloudMathMat.htm>

This lesson was taken directly from the website [www.makinglearningfun.com](http://www.makinglearningfun.com)

Prior to the lesson, the teacher will prepare the Weather Mat (it is a page with circles and raindrops). For this lesson, have the children roll a die and identify the number of dots on the die. The children will place the corresponding number of cotton balls on the circles to make clouds. The children will keep playing until everyone fills their clouds with cotton balls, if time allows.

Accommodations: None needed.

### **Journal Writing: Observe the class plant(s).**

Materials List: class plant or bean plants for each child, paper, writing utensils, crayons, ruler

For this lesson, the children will use four of their five senses to observe a classroom plant(s) or their own plant that has grown or changed from the first week's observation. The teacher should encourage conversation to include comparative vocabulary about how much taller the plant has grown from last week. The teacher should encourage the use of a ruler to measure the plant's height, as well as encourage oral discussion around whether the plant has been given too much water or not enough water. The teacher should continue to discuss how to observe a living thing through sight, sound, touch, taste (if safe), and smell. The children will use emerging writing skills to record their observations in a journal. The journal entry should include a mixture of symbols, letters, words, and numerals depending on the child's individual ability. It should also include a picture representation of what they are observing. As the week progresses, the children may wish to revisit the journal and add more journal entries as the plant grows and

changes. The children may also wish to write about the effects that water has on the plants. They can include the measurements of growth and a description of the soil when water is added.

Accommodations: The children will have a large range of writing skills. Some may have the ability to write letters and begin putting letter sounds together to use inventive spelling; while there may be others with limited ability to write. The teacher may decide to have the child give an oral dictation with the teacher recording the oral description. The children's pictures, writings, and/or dictation will also be used for documentation of progress made by each child.

### **Rainy Day Writing**

Materials List: paper, writing utensils, crayons, markers

Prepare the paper with the following sentences written across the bottom of the page prior to the lesson: 1. I like the rain when \_\_\_\_\_. 2. Rain sounds like \_\_\_\_\_. 3. Rain makes me feel \_\_\_\_\_. Begin the lesson with a discussion of rain and what the children have observed on rainy days using their five senses. For this activity, the children will demonstrate writing skills when drawing/writing about the rain. Allow each child to draw a picture of a rainy day. Read the statements written on the bottom of their paper and record their responses. If the child wishes to write his or her own response, allow him/her to do so or to copy from a model.

Alternate activity: Give each child a blank piece of paper, and ask him/her to draw a rainy day picture. Ask each child to write about the rain or allow each child to dictate as the teacher writes for them.

Accommodations: None needed. The children will complete this activity on their own developmental level.

### **Week 3: Journal Writing: Observe the class plant(s).**

Materials List: class plant(s) or bean plants for each child, paper, writing utensils, crayons, ruler

For this lesson, the children will use four of their five senses to observe a classroom plant(s) or their own plant that has grown or changed from the previous weeks' observation. The teacher should encourage conversation to include comparative vocabulary about how much taller the plant has grown from the previous weeks. The teacher should encourage the use of a ruler to measure the plant's height, as well as encourage oral discussion around whether the plant has been given too much water or not enough

water. The teacher should continue to discuss how to observe a living thing through sight, sound, touch, taste (if safe), and smell. The children will use emerging writing skills to record their observations in a journal. The journal entry should include a mixture of symbols, letters, words, and numerals depending on the child's individual ability. It should also include a picture representation of what they are observing. As the week progresses, the children may wish to revisit the journal and add more journal entries as the plant grows and changes. The children may also wish to write about the effects that water has on the plants. They can include the measurements of growth and a description of the soil when water is added.

Accommodations: The children will have a large range of writing skills. Some may have the ability to write letters and begin putting letter sounds together to use inventive spelling; while there may be others with limited ability to write. The teacher may choose to have the child give an oral dictation with the teacher recording the oral description. The children's pictures, writings, and/or dictation will also be used for documentation of progress made by each child.

### **Rainy Day Sequencing**

Materials List: paper, writing utensils, crayons, markers

Begin the lesson with a discussion of how you can predict when rain is coming. Discuss how you can use your senses to see clouds begin to form; to smell rain in the air, to feel the rain droplets and the wind blow. Discuss the sounds that are heard such as, the rain hitting the ground or roof and the thunder. Conclude the oral discussion with what may be seen when the storm is over (a rainbow or puddles in the mud). For this activity, the children will use writing skills to write about the sequence of events when it rains. The children will write the numerals 1-4 to list the order of events when it rains. The children will write about the rain in sequence. For example, number one should include some way of knowing rain is on the way and number four should include information on how you know the rain has ended. The children will use emerging writing skills to record their responses. The response should include a mixture of symbols, letters, words, and numerals depending on the child's individual ability. The children may wish to include pictures at the bottom of their paper to reflect their writing.

Accommodations: For children unable to write numerals, the teacher can provide pre-numbered paper. Allow children to draw a picture representing each event.

### **Weather Report: Write to Inform**

Materials List: paper, writing utensils, crayons, markers

Begin the lesson with a discussion of the daily weather. Use the pocket chart from the **Weather Graphing** as a visual aid. The children will copy the following sentence from the model: Today the weather is \_\_\_\_\_. The children will draw a picture matching the weather for the day. The children may include a picture representing the outdoor environment or a picture of a person dressed appropriately for the weather.

Accommodations: For children unable to copy an entire sentence, have them copy just the weather description.

### **How to Dress in the Rain**

Materials List: paper, writing utensils, crayons, markers

Begin the lesson with a discussion of rainy day attire. For this activity, the children will use writing skills to write about how to dress for the rain. Allow each child to make a list of four things needed to dress for the rain. The children will write the numerals 1-4 and copy words from a model describing rainy day attire. The children may wish to include pictures at the bottom of their paper to reflect their writing.

Accommodations: For children unable to write numerals, the teacher can provide pre-numbered paper. For children unable to copy words from a model, allow them to draw a picture representing each of the items needed on a rainy day.