

UNIT 3: WIND AND WATER

CORE STORYBOOK: GILBERTO AND THE WIND

In Unit 3, children will explore wind and water using observations, experiments, and books.

Welcome

Approximately 2-5 minutes

PURPOSE: Children develop **alphabet knowledge** through exploration of name cards. Children transition to Jumpstart from their previous activity.

Team leader role:

- Set up each small group of children's name cards in a consistent meeting space. Spread groups out around the classroom.
- Welcome children and support the transition into their small group.
- Model and support problem solving and adult-child interactions.

Corps member role:

- Welcome partner children as they come in and take them to your group's consistent meeting space.
- Place the cards so children can see them easily and invite children to try and do the following three things: find their own name card; identify and talk about different letters in their names and other children's names; identify beginning, middle, and ending sounds linked to the letters in their name.
- Observe and support the different abilities of each child to identify their name card and letters.
- If some children can identify **all** the letters in their names and other children's consistently, talk about the sounds linked to the letters in their names.
 - For example, "**Lola I see that the first letter in your name is L [point to it], and it makes a /l/ sound. Let's make the /l/ sound for /l/ the first letter in Lola's name together. I also see that you have another l in the middle of your name. It also makes the /l/ sound. Joe's name ends with the letter e [point to it] but when you say his name, Joe, you hear a different sound. It makes the /o/ sound. That's because the last letter in his name, e, is silent. That means we don't hear the letter. Let's make the /o/ sound that we hear in Joe's name together.**

Transition

Team leader role:

- Support the transition and collect all children's name cards.
- After Corps members and children have finished reviewing name cards, announce "**It's time for Reading.**"

Corps member role: Transition leader

- Stay seated in the same space for Reading.
- Quickly review the elements of the Jumpstart session if necessary. Tell children that you will next read the book, *Gilberto and the Wind*, in Reading, and after that sing songs, recite poems, and play word games in Circle Time.
- Begin reading.

Reading

Approximately 15 minutes

Gilberto and the Wind by Marie Hall Ets

- Story Summary: Gilberto hears the wind whispering at the door and runs out to play. The wind teases Gilberto by carrying his balloon away and breaking his umbrella. The wind is playful too, racing Gilberto, lifting his soap bubbles, knocking down an apple for him to eat, and gently lulling him to sleep.
- Vocabulary List
 - **blur**, something you cannot see clearly
 - **clothespins**, clips for hanging wash on a line
 - **gentle**, soft, mild, kind
 - **howling**, making a long, loud cry like a wolf
 - **jerk**, a sudden tug
 - **kite**, a toy that flies in the air, lifted by wind
 - **pinwheel**, a toy that spins in the wind
 - **ripe**, ready to eat
 - **sail**, a cloth attached to the mast of a boat that the wind pushes along
 - **unlatched**, not fastened, unlocked
 - **whispering**, speaking softly



Team leader role:

- Model and coach high quality adult-child interactions and support classroom management.

Corps member role:

- Read the core storybook using the appropriate reading strategy, review selected vocabulary.
- If time allows, read other books from the session library.

Read for Enjoyment

PURPOSE: Children develop an interest in and enjoyment of stories, develop initial understanding of selected **vocabulary**, and develop **comprehension** of the story and related content knowledge.

Corps member role:

- Introduce the story by making a few comments that are related to the illustration on the cover. Be responsive to children's comments but limit the discussion to two to three minutes and conclude by reviewing the title, names of the author and illustrator. Adjust comments to confirm or clarify children's comments.
- Read the story expressively to draw children in and help them understand tone, events and characters. Develop children's comprehension of the story by discussing higher-level information (e.g. link characters' feelings to their actions and/or events in the story, predict what might happen, summarize chunks of text).
- Develop children's understanding of vocabulary by choosing four to six words from the vocabulary list to introduce. Use gestures and tone of voice, pointing to illustrations, and/or providing brief explanations soon after reading the words in the story.
- Listen for children's comments and questions and respond briefly to confirm or clarify. Provide information to extend children's understanding and ask questions that prompt children to express thoughts more clearly.
- If time allows at the end of the story, deepen children's comprehension and content knowledge by prompting further discussion about the theme or the moral of the story.

Read to Reconstruct

PURPOSE: Children develop an interest in and enjoyment of stories, deepen understanding of selected **vocabulary**, develop **comprehension** of the story and related content knowledge.

Corps member role:

- Before opening the book make a comment related to the cover that is also representative to a central idea from the story. Be responsive to children's comments but limit the discussion to two to three minutes.
- Reconstruct the story with children and read some of the text to support/reinforce children's comprehension or content knowledge. Corps member's comments should deepen children's comprehension and content knowledge.
- Ask questions, like "what's happening here" to diagnose what children remember. Follow up with comments to clarify, confirm, and extend children's comments.
- Deepen children's comprehension and content knowledge by referring to the illustrations.
- If younger children or English language learners are having trouble reconstructing the story, prompt by referring children to illustrations.
- Ask questions that require thinking rather than asking children to only recall literal details of the story. Wait for children to respond, acknowledge what is said and add ideas.
- Deepen children's understanding of vocabulary that children were exposed to while Read for Enjoyment by using vocabulary naturally rather than asking directly, "What does ____ mean?" and choose a few more words from the list to introduce.
- If children's reconstruction of the story has been brief and/or incomplete, at the end of the story go back and reconstruct
- Conclude by saying the book will be available during Center Time if they want to read the book again.

Transition

Team leader role:

- Give a one minute warning to each reading group to let Corps members and children know that Circle Time will be next.
- After the minute is up begin singing the same, short transition song.

Corps member role: Transition leader

- Join the team leader in the transition song and encourage children to sing along.
- Bring children to the circle and get ready to work and play.

Circle Time

Approximately 15 minutes

Team leader role: Activity leader

Corps member role:

- Actively participate on children's level and encourage child participation.

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- Consider pace, variance in tone, and Corps member volume

1) "The Wheels on the Bus"

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn to match motions to different words in a song.

Team leader role:

- Start right away as soon as the majority of the group is seated on the floor together. Avoid waiting.
- Greet all the children. Explain that it is Circle Time and that they will sing some songs, say some poems and play some games together.
- Tell children you will now sing a song they know "The Wheels on the Bus." Ask them to get their hands ready to do the motions for the song and their voices ready to sing together. Sing slowly enough for children to keep up.
- First, sing verses one through four, leading them in the appropriate motions (wheels, people, horn, money).
- Conclude by singing the final two verses (wiper and the driver).

2) "Bingo (and We Can Change It and Rearrange It)"

PURPOSE: Children develop **alphabet knowledge** as they change letters by substituting different beginning letters to make different words.

Team leader role:

- Tell children that they will sing a song about Bingo, the dog. Place the picture card on the easel and remind children that the dog's name is Bingo. Say the names of the letters as you place them on the easel to spell *B-I-N-G-O*. Read the word *BINGO*, running your hand under the word.
- Sing the song "Bingo" as usual, removing one letter for each verse and replacing the letter with a clap.
- Put *B, I, N, G, O* back on the easel. Point to *B* and explain that you can make a different word if you replace it with the letter *T*.
 - For example: "***This word is Bingo, but if I replace B with T, the word is /t/ Tingo. Read it with me. /t/ Tingo.***" Underline with your finger as you read it both times, and linger on the *T* as you sound it out explicitly.
- Replace *T* with *R* and follow the same guidance as above for */r/ Ringo*.
- Underline the letters as you read the word, lingering on *R*. If children are interested, continue with *S* and *W*. Or, repeat the song in the next session and use the letters *S* and *W*. Each time, model the reading of the new name, and invite children to read it with you
- As you put the letters away, tell children that people can change and rearrange letters to create different words.

3) I'm Thinking of ___ Clue Game

PURPOSE: Children develop **vocabulary** using oral clues about objects from familiar stories. Children develop **phonemic awareness** as they learn to segment words by listening to the parts of words.

Team leader role:

- Tell children they will now play a guessing game using words from *Gilberto and the Wind*.
- Show the book to children and tell them the game uses words from the story. Remind them that they should listen to all the clues and think before they raise their hand when they have an idea.
- Give the following clues, and then show the picture card to confirm children's responses.
 - Clothespins: "***These hold the wash on the line to dry. The wind sometimes pulls these off the line. When we say this word, we hear two parts (clap two times).***" If children need another clue, say: "***This word begins with /k/.***"
 - Kite: "***This is a toy that flies in the air. It is lifted up by the wind. This word begins with /k/.***"
 - Pinwheels: "***Gilberto blew on this toy to make it go around and around, and then held it up for the wind to blow for him. This toy turns so fast sometimes that part of it becomes a blur. When we say this word, we hear two parts (clap two times).***" If children need another clue, says: "***It begins with /p/.***"
 - Sailboat: "***Gilberto played with one of these on the water. The wind helps it move. When we say this word, we hear two parts (clap two times).***" If children need another clue, say: "***It begins with /s/.***"
 - Sombrero: "***This is a Spanish word for a kind of hat. When we say this word, we hear three parts (clap three times).***" If children need another clue, say: "***The word that is the name of this kind of hat begins with /s/.***"

4) "Three Little Monkeys"

PURPOSE: Children develop **rhyme awareness** and **vocabulary** as they recite and match motions to words in the poem. Children develop **phonemic awareness** as they learn about initial sounds in words.

Team leader role:



- Tell children that for the last Circle Time activity they will listen to and learn a new poem called "Three Little Monkeys."
- Hold up three fingers on one hand. Fold your thumb and little finger under to show children just three fingers. Move your hand back and forth to simulate swinging.
- Chant the poem and, with each new verse, fold down one of your three fingers. Go slowly so children can do the motions with you.
- Show children the *Poetry Poster* and point out the three little monkeys swinging on the tree and the crocodile beneath them in the water.
- Recite the poem again and invite children to say it with you. Do the hand motions and pause to give the children a chance to chime in with the number of monkeys remaining.

***NOTE:** The second time you implement the session plan, present the poem as before using your hand and fingers to represent the monkeys. When you finish you might say:

- **"Some words in this poem start with the same sound. Crocodile and catch start with the same sound. They both start with /k/. They have the same sound at the beginning. Me and monkey also start with the same sound /m/, me; and /m/, monkey. Some words in the poem do not start with the same sounds. Monkey and crocodile do not start with the same sound, do they? Some words start with the same sounds, some words don't. Words are interesting in that way."**

Introduction of Center Time Activities

Approximately 5 minutes

Team leader role: Activity leader

- Introduce children to each center activity by showing selected objects from each and briefly demonstrate one to two activities. Use rich vocabulary and full explanations but do not engage children in a discussion.
- Review the small group chart for Let's Find Out About It to remind children and Corps members of their group and to let them know who will be participating in the activity first. Remind children that everyone will have the chance to participate in Let's Find Out About It.
- Dismiss the selected small group of children and Corps members for Let's Find Out About It. Tell them to go to where the activity is set up.
- Tell the remaining Corps members and children not attending Let's Find Out About It to talk about their first Center Time choice.

Corps member role:

- If supporting Let's Find Out About It, support the transition of the small group to the activity space.
- If not, turn to the two to three children sitting closest to you and listen to their choice.
- Use the names of the centers to support children as they make a choice.
- Go to centers and support children's engagement. Don't hurry children from one center to another. If children want to stay at one center this is fine; the most important thing is to engage children in rich dialogue and be a partner in play.

Center Time

Approximately 45- 50 minutes

Let's Find Out About It: Exploring Balloons, Pillow Slips, and Clothespins – approx 15 minutes

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn that wind moves light things more easily than it moves heavier things; that light things can sometimes float on air; a strong wind can blow objects around; that air fills things that are hollow.

- Vocabulary List – use these words throughout the activity: **balloon, clothesline, clothespin, pillow slip (pillowcase), airtight, float, windy, inflated, stretchy, expand**

Team Leader Role: Activity leader

- Show children the page in *Gilberto and the Wind* where Gilberto is holding the balloon. Point out the balloon and say that the balloon is inflated- it is full of air.
- Show children the balloon, stretch it out a bit, and then blow into it to inflate it. Tell children that before a balloon has been inflated -has had air put into it, it looks like this. Show them a non-inflated balloon.
- Introduce children to a balloon and its stretchy materials and to the source of air that we blow into a balloon. Show children the balloon, stretch it out a bit as you comment that the materials a balloon is made of is stretchy.
- Next show children a clear, empty water bottle and comment that it is not made of something stretchy, but rigid- plastic. Tell children that the bottle would not expand- get bigger if we blew air into it.
- Then tell children that you are going to blow air into the balloon that comes from your lungs. Take a deep breath in and then exhale, holding your hand up in front of your mouth. Ask children to take a deep breath and



then hold their hand up to feel the air come out of their body onto their hand. Comment that:

- **"When we breathe in, we take air in from the room and then, when we breathe out, the air comes out."**
- Tell children that you are going to fill the balloon with air by blowing into it. Take another deep breath and then hold the open end of the balloon up to your mouth and exhale into it. Hold the open end closed as you show it to children, squeezing it and saying:
 - **"There's a little bit of air in the balloon, but it's not fully inflated- it can hold more air. See, when I squeeze it, the balloon is easy to push in. I'm going to let each of you squeeze the balloon too, so you can see how it feels. Stay right where you are. I'll come to you."**
- Get up to hold the balloon within reach of each child to let him/her feel and squeeze the balloon.
- After children feel the partially inflated balloon, tell children that you are going to blow more air into the balloon. Blow a couple of more times, and then stop to check the balloon. Say:
 - **"I want to feel the balloon again. The material is stretchy and the balloon gets bigger when I blow air into it, but I don't want to fill it too much. Balloons can break if you put too much air into them."**
- Squeeze the balloon gently and indicate that it can probably hold a little more air. Finish inflating it. Ask another Corps member to tie the string while you hold the balloon shut.
- Show children that the balloon flops downward if the air in the room is not moving- if there's no wind. Remind children that the wind was blowing outside when Gilberto was playing with his balloon, and show the picture from the book again.
- Tell children that you are going to create some wind inside using a hair dryer. Invite a Corps member to come up to hold the dryer as you hold the balloon by its string. Tell children that you are going to hold the string tightly so that the balloon isn't jerked out of your hand by the wind, the way Gilberto's was.
- Show the page in *Gilberto and the Wind* where the pillow slips (pillowcases) are hanging on the clothesline and are being blown by the wind. Point to the clothespins and remind children that they are clips used for hanging wash on the line. Have two children hold the clothesline. Attach a pillowcase to it with two clothespins (If you are pressed for time have the clothesline already hung and then go straight to the demonstration of filling the pillowcase with air.)
- Use the hair dryer to turn the pillowcase into a balloon. Comment that if the wind outside blows really hard, it can pull a pillowcase out of the grip of the clothespins. Stick your hand inside of the pillow case and push it against its bottom to make the pillowcase pull out of the clothespins.
- Announce that each child will have a clothespin and a piece of tag board (hold each up) to explore how a clothespin works. Indicate that each child must leave the clothespin and tag board when they are finished exploring them.

Transitions:

- Prompt Corps members to talk with children to choose a center.
- If immediately implementing with a second group, clean up and reset the activity, and use a consistent strategy to transition the second group to Let's Find Out About It.

Corps member role: Activity support

- Corps members and children explore and investigate the clothespin to see how it works. Use the piece of tag board to clip the clothespin onto.
- Remind them of the Center Time activities available.

Center Time

Team leader role:

- Model and coach high quality adult-child interactions and support classroom management.

Writing

Blank Books and Pencils

PURPOSE: Children develop **meaning and use of print** as they experiment with drawing and writing stories freely in blank books.

Corps member role:

- Observe and wait for children to comments about their work.
- Engage in conversation by making a comment as children explore making a book.
 - For example: **"You drew a picture at the top of this page of your book and wrote some words at the bottom just like what we sometimes see in storybooks we read together at Reading. I wonder what your story is about."**
- Remind children that they can use letter cards or his or her name card to help write words.

Books



Exploring Books and Picture Cards

PURPOSE: Children develop **vocabulary** and **comprehension** as they select books to “read” to an adult, or learn more about a book when an adult reads to the children.

Corps member role:

- Read together a book that children select. Most of the time, children will want you to read. Sometimes, they may want to “read” a book to you or on their own. Support children in this choice.
- Join children and read aloud portions of books if children ask you to. Start a conversation about the book,
 - **“I see you are reading about Gilberto. I wonder what is happening on this page.”**
- Pairs of children can look at the picture cards, name the objects, and then find the same or similar pictures in the book illustrations. If no other children are at the center, work with the child to identify the pictures.

Puzzles and Manipulatives

Uppercase Alphabet Matching

PURPOSE: Children develop **alphabet knowledge** as they learn to recognize and match uppercase letters.

Corps member role:

- Show children the letter strips and the clothespins. Select a clothespin and ask children to name the letter on it. Explain that you will try to find the matching letter on the strip.
 - **“The letter on the clothespin is K. Let’s look on the strip for the letter K.”**
- Think aloud as you look for a match for the letter K.
 - **“Is this the letter? No, it’s an A. K has a straight vertical line. Let’s look closely again.”** Talk about how the letters look.
 - When you find the matching letter together, clip the clothespin to it. Offer assistance to children as they match the letters.

Dramatic Play

Playing House

PURPOSE: Children develop **vocabulary** and **comprehension** as they engage in play about doing laundry, especially hanging clothes outside to dry in the wind.

Corps member role:

- Observe children as they play and comment on their actions using rich vocabulary.
 - **“Look at all the clothes on the clothesline! I wonder if they are going to fit on the clothesline. Do you have enough clothespins?”**
 - **“I notice you have washed the pillowcases and the apron and hung them up just as they were in the book about Gilberto.”**

***NOTE:** It can be helpful to string the clothesline between two child-size chairs so that the line is within easy reach of children.

Science

What Can Air Move?

PURPOSE: Children develop **vocabulary** and **comprehension** as they begin to understand that we can investigate air and classify the results; observe an experiment and make predictions about the results like similarities and differences.

Corps member role:

- Use suggested vocabulary during discussion in ways that make their meanings clear: **breeze, speed, wind, heavy, light, strong, weak.**
- Show children the hair dryer and turn it on the lowest speed to create a breeze. Tell the children that you will do an experiment together to test which objects the air from the hair dryer will move.
- Read the signs on the shoeboxes (Moved Easily, Moved at a Higher Speed, Did Not Move) and show children the tray of objects. Together, name each object you will test.
- As you test each object, use rich vocabulary and make connections to *Gilberto and the Wind* when possible.
 - For example: **In the book, the wind moved some things easily. The wind could not move other things because they were too heavy.”**
- Have children select an object to test. Ask children to predict whether or not the object will move.
- Place the object on the table in the path of the hair dryer.
- For safety reasons Corps members only should use the hair dryer. Test at low speed, then at higher speeds if necessary. Talk about what happens.
 - **“That feather is very light, and it moved easily. You thought it would move easily. You were right.”**
- Have children place the object in the correct box.
- Talk with children about how the objects in the same box are alike.
 - You might say: **“The objects in this box were not moved at all by the hair dryer. Do you**



notice what is the same about them? That's right, they are all heavy."

Transition

Team leader role:

- Give a warning signal before the end of Center Time. Walk around and tell children and Corps members that in five minutes it will be time to clean up.
- Let Corps members and children know when there is one minute before clean up begins. After the minute is up begin singing the same short transition song.
- Collect an object such as a book, literacy game, a piece of artwork, or a writing sample from the four children selected to share for Sharing & Goodbye.

Corps member role:

- When the team leader gives the one minute warning, tell children that Center Time will be over in a short time and to start finishing their activity.
- Model cleaning up by joining in singing and chanting. Be playful and clean up alongside children.
- Provide specific verbal directions that indicate where things belong.

Sharing & Goodbye

Approximately 5 minutes

PURPOSE: Children deepen **vocabulary** and **comprehension** as they talk and listen to others. Children talk about favorite activities, and begin to look ahead and think about activities in the next session.

Team leader role:

- Circle up and start right away as soon as the majority of the group is gathered. Avoid waiting.
- Begin with a **quick** song or poem from Circle Time that day or the previous session plan. Sing or read one verse only.
- Next explain what happens during Sharing & Goodbye.
- Plan ahead for only four children to share one thing about their favorite activity from session.
- Show the object or work sample for each of the four children who will share. Ask children to talk about what they did or how they used the object during Center Time.
- Encourage children to use new vocabulary from the core storybooks and make comments about what they say.
- Respond with a brief acknowledgement.
 - ***"We did hang a lot of laundry on the clothesline using wooden clothespins in Dramatic Play. Justin hung up a pillowcase and an apron just like in Gilberto and the Wind. What was different in the classroom is we didn't have any wind so the wind could not play with the clothes."***
- If children are not engaged in Sharing, do not continue and move on to talk about what will happen in the next Jumpstart session.
- Next say something that will help children look forward to the next Jumpstart session.
 - ***"The next time you come to Jumpstart, we will read Gilberto and the Wind again and sing some of the songs, and do some fun Center Time activities."***
- After the second session say something like,
 - ***"Next session, we will read a new book, One Dark Night, and play an alphabet clue game at Circle Time."***
- To end session, tell children it is time to say goodbye to Jumpstart and sing the same song each session.

Corps member role:

- Help children to move to the large group meeting area for Sharing & Goodbye.
- Sing along to model and encourage children to join in.
- Understand which children will be sharing and encourage others to listen.
- Support children as they transition out of Jumpstart

Family Involvement

- Communicate with Families: Share with family members the books children have read, the songs sang, and the activities children participated in during Center Time.



Material List	
Welcome	<input type="checkbox"/> Name cards with metal binder rings
Reading	<input type="checkbox"/> <i>Gilberto and the Wind</i> by Marie Hall Ets (one per Corps member)
Circle Time	<p>1) <u>"The Wheels on the Bus"</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Song Chart – "The Wheels on the Bus" <p>2) <u>"Bingo (and We Can Change It and Rearrange It)"</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Song chart – "Bingo" <input type="checkbox"/> Uppercase letter cards (B, I, N, G, O, T, R, S, W) <input type="checkbox"/> Easel or place to display the cards <input type="checkbox"/> Big picture card of a dog <p>3) <u>I'm Thinking of a _____ Clue Game</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Gilberto and the Wind</i> (one per team leader) <input type="checkbox"/> Big picture cards: clothespins, kite, pinwheels, sailboat, sombrero <p>4) <u>"Three Little Monkeys"</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Poetry Poster, "Three Little Monkeys"</i> <p><u>Introduction of Center Time Activities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Small group chart for Let's Find Out About It <input type="checkbox"/> Trays or shoe boxes for presenting available Center Time activities <input type="checkbox"/> At least one material from each Center Time activity
Center Time	<p><u>Let's Find Out About It: Exploring Balloons, Pillow Slips, and Clothespins</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Gilberto and the Wind</i> (one per team leader) <input type="checkbox"/> Balloon (two per group) <input type="checkbox"/> Clear hard plastic bottle <input type="checkbox"/> Yarn laces (one per group) <input type="checkbox"/> Hair dryer (and extension cord if necessary) <input type="checkbox"/> Pillowcase <input type="checkbox"/> Clothes line (4-5 feet) <input type="checkbox"/> Clothespins (one per child in addition to two for the team leader) <input type="checkbox"/> Small pieces of tagboard (one per child) <p><u>Writing: Blank Books and Pencils</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pencils and erasers <input type="checkbox"/> Crayons and markers <input type="checkbox"/> Blank books (4-5 half-sheets of white paper, stapler) <input type="checkbox"/> Uppercase and lowercase letter cards <input type="checkbox"/> Name cards <p><u>Books: Exploring Books and Picture Cards</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Big Picture Cards that are the same or similar to pictures in the session library books <p>Session library: 3-5 of these books or other books that support the unit theme</p> <ul style="list-style-type: none"> <input type="checkbox"/> Core storybooks from previous sessions <input type="checkbox"/> <i>Poetry Poster, "Three Little Monkeys"</i> <input type="checkbox"/> <i>Oh Say can You Say What's the Weather Today?</i> by Tish Rabe and Aristides Ruiz <input type="checkbox"/> <i>The Itsy Bitsy Spider</i> by Iza Trapani <input type="checkbox"/> <i>See How They Grow: Kitten</i> by Jane Burton <input type="checkbox"/> <i>How Animal Babies Stay Safe</i> by Mary Ann Fraser <input type="checkbox"/> <i>Animals Born Alive and Well</i> by Ruth Heller <input type="checkbox"/> <i>Watch Me Grow: Kitten</i> by Lisa Magloff <input type="checkbox"/> <i>Animal Babies in Rain Forests</i> by J. Schofield <input type="checkbox"/> <i>Carry Me! Animal Babies on the Move</i> by S. Stockdale <p><u>Puzzles and Manipulatives: Uppercase Alphabet Matching</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Letter strips and matching pincer clothespins <p><u>Dramatic Play: Playing House</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic house-play materials including: clothesline, clothespins, pillowcases, doll clothes, and chairs to hang clothesline (if possible) <p><u>Science: What Can Air Move?</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Hair dryer (and extension cord if necessary) <input type="checkbox"/> 3 shoeboxes and 3 pieces of paper for signs <input type="checkbox"/> Various objects to test: cork, wad of foil, wad of tissue paper, tagboard or poster board, metal can, feather, ping pong ball, plastic baseball, tennis ball, block, coin, piece of yarn, cotton ball, 2 plastic water bottles (1 filled with water), large paper clip, Styrofoam tray, scissors



Session Plan 7

Materials Preparation

Welcome

Preparation

- Gather name cards.

Reading

Preparation

- Prepare core storybook *Gilberto and the Wind* according to the appropriate read strategy.

Circle Time

Preparation

- 1) "The Wheels on the Bus": Gather song chart and practice with Corps members.
 - See Session Plan 3 Materials Packet for lyrics
- 2) "Bingo (and We Can Change It and Rearrange It)": Gather song materials and practice with Corps members. See Session Plan 2 Materials Packet for lyrics.
- 3) I'm Thinking of a ___ Clue Game: Gather materials.
- 4) "Three little Monkeys": Gather *Poetry Poster*; Practice and/or write down poem.
Three little monkeys swinging in a tree, / Along comes a crocodile as quiet as can be.
The first monkey says, "You can't catch me!" / SNAP!

Two little monkeys swinging in a tree, / Along comes a crocodile as quiet as can be.
The second monkey says, "You can't catch me!" / SNAP!

One little monkeys swinging in a tree, / Along comes a crocodile as quiet as can be.
The third monkey says, "You can't catch me!" / SNAP! / "Missed me!"

For Introduction Of Center Time Activities

- Gather objects to use when introducing available Center Time activities in trays or shoe boxes.
- Prepare and practice introducing all activities, and demonstrating 1-2 activities.
- Create a chart displaying the names of the designated small groups of children. These small groups will meet together for Let's Find Out About It.

Center Time

Preparation

Let's Find Out About It: Exploring Balloons, Pillow Slips, and Clothespins

- Gather materials. Note: When finding plastic bottles, make sure they will not expand when blown into.
- Locate an outlet to plug hair dryer into.
- Bookmark pages referenced in Session Plan 7.

Writing: Blank Books and Pencils

- Staple 4-5 sheets of paper together on the left-hand side to create a book.
- Gather writing materials.

Books: Exploring Books and Picture Cards

- Gather session library books.
- Select big picture cards that are the same or similar to pictures from the session library books.

Puzzles and Manipulatives: Uppercase Alphabet Matching

- Gather materials.
- Create letter strips and matching clothespins (see below)

Dramatic Play: Playing House

- Gather play materials.





Science: What Can Air Move?

- Gather materials.
- Locate an outlet prior to the activity. Position the hair dryer so it can blow level with the top of the table.
- Place all the objects to test on the tray.
- Make and attach a sign for each empty shoebox: Moved Easily, Moved at a Higher Speed, Did Not Move.

Session Plan 7

Uppercase Alphabet Matching: Letter Strips and Clothespins Preparation

Uppercase Alphabet Matching Letter Strips and Clothespins

Materials	Directions
<ul style="list-style-type: none"> • Tagboard • Scissors • Marker • Pincer clothespins • Glue tubes • Ziploc Bag or a small paper plate (optional) 	<ol style="list-style-type: none"> 1) Print and cut letter strips using templates below. Alternatively, you can print the letter strip template directly on to the tagboard. 2) Glue letter strips to tagboard, leaving enough space for a border when cut (on a typical piece of tagboard, 8 strips can fit). 3) Cut tagboard into strips and keep in groups of 4. 4) Write the corresponding uppercase letters on clothespins near pincer ends. There should be one clothespin per letter, per set (e.g. if the letter /A/ is present on two letter strips, you would only make one /A/ clothespin). 5) Place completed sets in a Ziploc bag for storage. During the activity, children can place their clothespins on small paper plates to keep pieces in the set together.
	
	

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