

UNIT 3: WIND AND WATER

CORE STORYBOOK: RABBITS AND RAINDROPS

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. Point out and talk about the uppercase and lowercase letters in each partner child's name.
- Observe and support the different abilities of each child to identify uppercase and lowercase letters.
- If some children can identify **all** the uppercase and lowercase letters in their names, ask them to do the same for others names.
 - For example, "**Aubrey. I see that your name begins with uppercase A [point to it]. The next letter is lowercase u, then lowercase b, and then lowercase r and there are two more lowercase letters. Do you know what this one is [point to it]. And the one at the end [point to it]. That is right. This is a lowercase e, and this is a lowercase y.**"
 - "**Let's take a look at Salem's name. Salem's name begins with uppercase S [point to it]. What are the lowercase letters in your name Salem? Do you have any lowercase letters that Francine has in her name? You are right. You both have a lowercase a [point to it], and a lowercase e [point to it].**"

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, *One Dark Night* in Reading, and after that sing songs, recite poems, and play word games in Circle Time.
- Begin reading.

Reading

Approximately 15 minutes

Rabbits and Raindrops by Jim Arnosky

- **Story Summary:** Five baby rabbits leave their nest for the first time to go play on the green lawn. When it begins to rain, they find shelter back in their nest, since their fur is not waterproof. Several insects and other animals come by to get out of the rain. After the shower, the rabbits play in the sun again.
- **Vocabulary List**
 - **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
 - **lawn**, a grassy area
 - **nibble**, to chew taking tiny little bites
 - **raindrops**, drops of water that fall from the sky
 - **soaked**, wet through; very wet



- **shelter**, a safe place to hide or be under cover
- **shower**, a short, gentle rain
- **spider**, a bug with eight legs and two body parts that may spin webs

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

1) "Open, Shut Them"

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

Team leader role:

- Greet all the children, explaining that they will sing some songs, say some poems, and play some games together.
- Tell children the first thing they will do today is learn a new song.
- Sing the song and do the motions using the song chart.
- Put an emphasis on the following words to help children learn them: *open, shut, clap, in your lap, and chin*.
- Sing the song again and invite children to join in singing and doing the motions with you.

2) If Your Name Ends With...

PURPOSE: Children develop **phonemic awareness** as they learn to identify ending sounds in their names.

Team leader role:

- Tell children that they are going to play the name game with sounds, but a little differently this time. Tell them to listen very carefully and that some of them will get a turn this time and the rest will have a turn at the next Circle Time.
- Explain that when you say a sound, they should think about the last sound, or the sound at the end of their name, not the sound at the beginning, as they usually do.
 - Provide an example of a name that is not one of the children's in the group. **"If I say /m/ and your name is Tom, you would raise your hand. Tom, /m/. The very last sound in Tom is /m/. That name ends with /m/.**
- Say sounds, one by one, and make sure that a sound has been provided for the ending sound of half of the children in the group. Continue as long as the majority of the children are engaged. Note which children did not have a turn during this first implementation and begin with these children's names during the second implementation.
- Assist children as needed. This game is new and may be difficult for certain names. If so provide support by saying the following for the name Amy: **"Amy, your name ends with /e/, so raise your hand.**

3) Alphabet Clue Game

PURPOSE: Children develop **alphabet knowledge** as they begin to identify uppercase letters from the line segment clues presented.

Team leader role:

- Tell children you will now play a guessing game with uppercase letters.
 - You might say: **"I'm going to think of an uppercase letter. Then I'll give you some clues about the letter, one at a time, and ask you to guess the letter."**
- Remind children that you will think of a letter, begin to draw the letter, and that they need to look carefully at the beginning of the letter and guess what it is.
- Begin with the letter *R*. Draw the first line of the letter for children to see; the vertical line of *R*.
- Respond to each incorrect guess by talking about how that letter is made and drawing it on the side of your paper.
 - You might say: **"H is a good guess because it has a long vertical line, like this. But I'm thinking of a different letter."**
 - **"T is a good guess. If I wanted to make a T, I would add a horizontal line across the top like this. But I'm not thinking of T."**
- Draw the curved line in *R*. Children will name this letter as *P*. Confirm that it is *P*, but that you have another letter in mind. Ask if anyone can guess what letter you are thinking of. Children might guess *R* or *B*. Tell them these are good guesses and that one of them is the letter in your mind.
- Give the last clue for *R* and then draw *B* beside it. Point out the similarities and comment that *B* was a very good guess.
 - You might say: **"Most of B is made just like R. Only the last part is made differently. We add a short diagonal line to make R. [point to this letter]. We draw a curved line to make**



B. [point to the example of this letter]."

***NOTE:** At the next session, play the game using the letter *M*. Respond to each guess children make by talking about how that letter is made.

- After you make the first vertical line, you might say: "**L is a good guess. If I wanted to make an L, I would add a horizontal line at the bottom, like this. But L is not the letter in my mind.**"
- Add the next line and ask for guesses. If children say *N* or *V*, write these quickly and explain how you make these.
- Give the third clue for *M*. Children might say *N*. Tell them that this letter looks very much like *N*, but you made a diagonal line, not a straight one. Ask if they have any other ideas.
- Draw the last vertical line for *M* and confirm that it is *M*.
- Tell children you will play this game another day with different letters.

4) "Boom! Bang!"

PURPOSE: Children develop **phonemic awareness** and **rhyme awareness** as they learn about initial sounds in words and words that rhyme.

Team leader role:

- Tell children the last thing they will do in Circle Time is listen to and learn a new poem called Boom! Bang!
- Show children the illustration of lightning on the page.
- Recite the poem slowly so that children can join in and recite parts with you.
- Tell children that you can hear a lot of them saying some of the words with you and note the words that begin with the same sounds.
 - For example: "**When we say the words Boom, bang, boom, I hear the /b/ sound at the beginning of each word. Let's say them together. Boom, bang, boom.**"
- Say the poem again and invite children to say it with you. Slow down on the "Zoom, zam, zoom, zam" and call out the /z/ sound at the beginning of these words.

***NOTE:** At the next session point out the words that rhyme in the poem after you recite it with children.

- For example: "**When we say the words rumpety and lumpety they sound the same. They rhyme. These words also rhyme- rustles, and bustles. Let's say them together- rustles, bustles.**"
- If children are still engaged, call out a few more pairs of rhyming words and invite them to say them with you.

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: Drying Wet Mittens – approx 15 minutes

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn that some materials absorb water or "get wet" and that exposure to the air allows water to evaporate from the material so that it "becomes dry". They also learn that there are conditions that interfere with a wet item's exposure to air which limits evaporation or "drying out."

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- Vocabulary List – use these words throughout the activity: **waterproof, air, absorbed, evaporate, soaked, damp, dry.**

Team Leader Role: Activity leader

- Show children the page in *Rabbits and Raindrops* where the mother and baby rabbits are seen amid the raindrops. Remind children that mother rabbit, “hurries her babies back under the hedge” and that the book said the babies’ fur is not waterproof. Explain that the mother rabbit wants her babies to stay protected from the rain because she knows their fur will soak up water and become wet because it is not waterproof.
- Next turn to the page with the field mouse under the hedge with the rabbits. Comment that his fur is soaked- all wet from the rain and kind of matted down. Point out the drops of water falling off his head. Tell children that he seems to be using his paws to wipe water off his face and that he must not have gotten out of the rain as fast as the little rabbits and their mother. That is why his fur got a lot wetter than theirs.
- Explain that although these animals might be uncomfortable–wet and cold–for a while, their fur will dry by itself.
 - **“The water in their fur will go into the air. It will evaporate.”**
- Comment that when children’s hair is washed, at bath time, parents probably rub their hair with a towel to help dry it. Their hair may still be a little damp and the air dries it the rest of the way. Rabbit mothers don’t have towels to dry their babies’ fur. The air does all the drying.
- Show children a pair of mittens. Mention that they are made of a soft material, not a hard material or a material that is slick like raincoats, boots or umbrellas that repel water. Show the mittens and a contrasting item that repels water (e.g., boot, raincoats, umbrella’s fabric) and comment that the mittens are kind of like the rabbits’ fur- soft and absorbent -not like the boots, raincoats, or umbrella fabric.
- Next show the spray bottle of water and squirt a few sprays onto the mittens (on a tray). Comment that if the mittens were outside on someone’s hands while it was raining, rain (your spray bottle) would get on the mittens and absorb into the material.
- Tell children you have a bowl of water and that you are going to put the mittens in, to get a lot of water on them, Ask children to predict whether the mittens will get really wet- soaked- from the water or repel it?
 - **“Do you think the mittens will soak up--absorb water--like the rabbit’s fur or repel it like the umbrella?”**
- Put the mittens in water and then pull them out and hold them above the tray. Describe for children what you see- water dripping out of the mittens.
 - For example: **“It looks like a lot of water went into the mittens- soaked into them- because we can see a lot of water coming out of them. They are soaking wet.”**
- Wring out excess water while talking about all of the water that absorbed into the mittens. Place the mittens on the tray and hold out the tray for each child to touch the wet mittens.
- Then explain that you will place one mitten in a container and leave one on the tray out in the air and that overtime, the mittens will dry because the water will go into the air- it will evaporate- and the mittens will be dry again.
- Tell children that they will get to check on the mittens the next time they come to Jumpstart during Center Time to see whether they are getting dry or are completely dry and that they can compare the mitten on the tray to the one in the container. When examining the mittens in the next session, point out the water that has evaporated and collected on the lid or sides of the container to deepen children’s understanding of evaporation.

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:

- Talk with children about their individual experiences with getting wet in the rain or snow and talking about how long it takes for their clothes or their hair to dry.
- If children are interested, experiment with other materials.
- Remind them of the Center Time activities available. Remind children to check the mittens at some point during Center Time to see how the mittens are drying.



Center Time

Team leader role:

- Model and coach high quality adult-child interactions and support problem solving.

Writing

Drawing and Writing

PURPOSE: Children develop **meaning and use of print** as they experiment freely with drawing and writing. Children begin to use word cards as resources when writing or labeling pictures.

Corps member role:

- Invite children to write or draw anything they are interested in.
- Suggest they use the word cards to help write the names of objects in their drawings.
- Show the word cards to children if they indicate interest. Prompt children to say the name of the picture and then the first sound in the word. Help out when needed. Link this sound to the first letter or letters in the written word on the card.

Books

Expository Book Reading

PURPOSE: Children develop **vocabulary** and **comprehension** as they select books to “read” that have information that can answer questions and help them learn more about how animal babies grow.

Corps member role:

- Read books that have information about rabbits and remind children that you read about a mother rabbit and her baby rabbits in *Rabbits and Raindrops*. Explain that they can learn more about rabbits by reading these kinds of books that have information that helps us learn about how baby animals grow.
- As you read, talk with children about the pictures. Comment on what the adult animals are doing to care for the babies and how the babies grow and change. Use rich vocabulary. For example:
 - **“The rabbits have fur that’s brown and gray and black and white. Their hind legs fold down so they can sit.”**
 - **“This picture shows a rabbit’s warren. It’s like a tunnel in the ground. [Turn the page.] Here’s the rabbit’s nest. Rabbits gather grass, feathers, and fur to make a soft, cozy nest. Mother rabbit has made a safe place for her babies.”**

Puzzles and Manipulatives

Alphabet Go Fish

PURPOSE: Children develop **alphabet knowledge** as they learn to identify and name uppercase letters.

Corps member role:

- Tell children they are going to play a matching game with uppercase letters called Alphabet Go Fish.
- Give children the cards to mix up and then stack them face down on the table. Have each child draw three cards from the top of the pile.
- Demonstrate the first time to help children understand how to play. Ask a child if he or she has a letter to match one of the letters in your hand.
 - For example: **“Do you have an uppercase F?”**
- If that child has the letter, he or she gives it to you. Place the pair face up on the table and note the name of letters.
- If the child does not have the card, tell him or her to say, “Go Fish.” Then ask the, child to draw a card from the pile.
- Encourage children to take turns and play until one child has made pairs of all the cards in his or her hand. Provide support if needed.
 - For example: **“Kendra asked for the uppercase letter J. That looks like a long line with a curve at the bottom. Do you see anything that looks like that in your hand?”**
- Play the game with a child if there are no other children at the center. If another child is at the center, observe their play and offer assistance as needed.



Dramatic Play

Dressing Up for Rainy Weather

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn that different kinds of weather call for different kinds of clothing.

Corps member role:

- Observe children as they play. Comment on their actions using rich vocabulary.
 - **"I can see that your baby is wearing a hat. It must be cold outside."**
 - **"I noticed you put a blanket on the baby before you took her for a walk in the stroller. The blanket will keep her warm on this rainy day."**
- Help children with fasteners on doll clothes and dress-up clothes. Suggest that children bundle up the dolls for going outside into cold weather.
- Show children how to put the dolls in a stroller for walking outside. Invite children to talk about times when they have worn special clothes to go out in the rain, snow, or hot weather.
- Talk about how dressing for the weather helps keep us warm, or cool, and dry.

Art

Painting With Colors From *Rabbits and Raindrops*

PURPOSE: Children develop **vocabulary** and **comprehension** as they create artwork using a specific set of colors that is characteristic of illustrations in *Rabbits and Raindrops*.

Corps member role:

- Let children experiment with the colors in *Rabbits and Raindrops* to paint anything they would like.
- A copy of the book, in a plastic sleeve to protect the book, should be available for children to use.
- As children paint, make a connection to the colors in *Rabbits and Raindrops*.
 - For example: **"Your painting reminds me of this page in the story. It's gray and blue just like the page where the rabbits found shelter from the rain under the hedge."**
- Ask children to use a marker to write his or her name on the painting and provide help if asked. Provide time for children to show each other their pictures and talk about the color paints they used.

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. 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.
- Respond with a brief acknowledgement,

- **"You did guess that the mittens would absorb the water during Let's Find Out About It. After I put the mittens on the tray in the water, and they got soaked, I pulled them out and you, Roberto, and Sarah guessed right – they were soaking wet."**
 - 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 Rabbits and Raindrops 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, Max's Dragon Shirt, and learn a new song, Five Green and Speckled Frogs."**
 - 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.
- For example, you might share that you and the child have read books and done activities about weather, including rainstorms. Suggest that family members talk about the clothing we wear when the weather is stormy to help us stay warm and dry.





Session Plan 9

Materials Packet

Material List	
Welcome	<input type="checkbox"/> Name cards with metal binder rings
Reading	<input type="checkbox"/> <i>Rabbits and Raindrops</i> by Jim Arnosky (one per Corps member)
Circle Time	1) <u>"Open, Shut Them"</u> <input type="checkbox"/> Song Chart – "Open, Shut Them" 2) <u>If Your Name Ends With...</u> <input type="checkbox"/> No materials needed 3) <u>Alphabet Clue Game</u> <input type="checkbox"/> Clipboard or easel with paper <input type="checkbox"/> Marker 4) <u>"Boom! Bang!"</u> <input type="checkbox"/> <i>Poetry Poster</i> , "Boom! Bang!" <u>Introduction of Center Time Activities</u> <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	<u>Let's Find Out About It: Drying Wet Mittens</u> <input type="checkbox"/> <i>Rabbits and Raindrops</i> (one per team leader) <input type="checkbox"/> Tray <input type="checkbox"/> Bowl of water <input type="checkbox"/> Spray bottle <input type="checkbox"/> One pair of mittens and contrasting item (boot, slicker/raincoat, umbrella's fabric, etc.) <input type="checkbox"/> Clear container with air-tight lid <input type="checkbox"/> Other materials that absorb and repel water (optional) <u>Writing: Drawing and Writing</u> <input type="checkbox"/> Pencils and erasers <input type="checkbox"/> Crayons and markers <input type="checkbox"/> Paper <input type="checkbox"/> Word cards <u>Books: Expository Book Reading</u> <input type="checkbox"/> Informational books about rabbits <input type="checkbox"/> Other informational books (see Session Plan 8 Materials Packet for list) <u>Puzzles and Manipulatives: Alphabet Go Fish</u> <input type="checkbox"/> Uppercase letter cards (two sets) <u>Dramatic Play: Dressing Up for Rainy Weather</u> <input type="checkbox"/> Basic house-play materials including dolls to dress up and a stroller <input type="checkbox"/> Clothing and items for cold and rainy weather: blankets, hats, mittens, sweaters, and other winter items for dress-up <u>Art: Painting With Colors From <i>Rabbits and Raindrops</i></u> <input type="checkbox"/> Tempera paint (brown, white, green, yellow, blue or gray and black) <input type="checkbox"/> Paintbrushes <input type="checkbox"/> Smocks <input type="checkbox"/> Easel or other hard surface and paper <input type="checkbox"/> <i>Rabbit and Raindrops</i> (one per center) <input type="checkbox"/> Plastic sleeve or large clear plastic bag <input type="checkbox"/> Markers <input type="checkbox"/> Cups for water and paint



Session Plan 9

Materials Preparation

Welcome

Preparation

- Gather name cards.

Reading

Preparation

- Prepare core storybook *Rabbits and Raindrops* according to the appropriate read strategy.

Circle Time

Preparation

- 1) “Open, Shut Them”: Gather song chart and practice with Corps members.
Verse 1: Open, shut them / open, shut them;
Give a little clap, clap, clap!
Verse 2: Open, shut them; / open, shut them;
Put them in your lap, lap, lap!
Verse 3: Creep them, creep them;
Slowly creep them,
Right up to your chin!
Verse 4: Open up your little mouth,
But do not let them in!
- 2) If Your Name Ends With...: Make a list of children's names groups by the ending sound of their name. Aim to use half of the list in the first implementation and half in the second.
- 3) Alphabet Clue Game: Gather materials.
- 4) “Boom! Bang!”: Gather *Poetry Poster*; Practice and/or write down poem.
Boom, bang, boom, bang!
Rumpety, lumpety, bump!
Zoom, zam, zoom, zam!
Clippety, clappety, clump!
Rustles and bustles
And swishes and zing;
What wonderful noises
A thunderstorm brings!

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 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: Drying Wet Mittens

- Gather materials.
- Bookmark pages referenced in Session Plan 9.

Writing: Drawing and Writing

- Gather writing materials.
- Gather word cards (see Session Plan 8 Materials Packet)

Books: Expository Book Reading

- Gather informational books about rabbits and other expository books from the library

Puzzles and Manipulatives: Alphabet Go Fish

- Gather materials.

Dramatic Play: Dressing Up for Rainy Weather

- Gather play materials.

Art: Painting With Colors From Rabbits and Raindrops

- Gather materials.
- Make gray paint by mixing black and white paint together.
- Cover copy of *Rabbits and Raindrops* with plastic bag or protective sleeve.

Looking Ahead

Preparation

- The Let's Find Out About It activity demonstration in Session Plan 10 needs to be prepped at least a week in advance. Refer to Session Plan 10 Materials Packet for preparation instructions.