

# Purple Cats & Brown Bears

Room:

Dates:

Theme: W is for Weather

MON

TUE

WED

THU

FRI

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## Early Learning Outcomes Framework Goals (ELOF)

Playful Literacy: Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.

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STEM: Goal P-SCI  
1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

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Spanish Immersion: Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

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Uninterrupted Free-play: Goal P-ATL 12: “Use s multiple means of communication to creatively express thoughts, feelings, or ideas” .

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Sports: Goal P-MP3 Child demonstrates increasing control, strength and coordination of small muscles

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**Core Body of Knowledge Goals (CBK)**

Playful Literacy: 1.9 e: Applies strategies for modifying and adapting curriculum, materials, instruction, and the environment to meet individual needs

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STEM Goal 1.1(a) - Uses observation and assessment to understand children’s strengths and interests and the skills they are working to master

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Spanish Immersion Goal:6.4 f- Engages in classroom-based research

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Uninterrupted Free Play Goal 4.5(f): “Supports children in their efforts to communicate their ideas and feelings with peers and adults in ways that help them feel competent” .

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Sports: Develop foundational motor skills and physical literacy through engaging and developmentally appropriate activities that foster coordination, balance and social interaction

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**Cultural Studies**

<p>March is Irish-American Heritage Month! We will learn about Irish geography and culture, as well as the significance and traditions associated with Saint Patrick’ s Day.</p> <p>Books: St. Patrick’ s Day by Anne Rockwell St. Patrick’ s Day, Here I Come! By D.J. Steinberg All Around the World: Ireland by Jessica Dean</p> <p>Activity: Saint Patrick's Day Bingo Saint Patrick's Day Puzzle</p> <p>Family Engagement: Shamrock decoration! Please see your child's mailbox for materials and details.</p>	<p>March is Irish-American Heritage Month! We will learn about Irish geography and culture, as well as the significance and traditions associated with Saint Patrick’ s Day.</p> <p>Books: St. Patrick’ s Day by Anne Rockwell St. Patrick’ s Day, Here I Come! By D.J. Steinberg All Around the World: Ireland by Jessica Dean</p> <p>Activity: Saint Patrick's Day Bingo Saint Patrick's Day Puzzle</p> <p>Family Engagement: Shamrock decoration! Please see your child's mailbox for materials and details.</p>	<p>March is Irish-American Heritage Month! We will learn about Irish geography and culture, as well as the significance and traditions associated with Saint Patrick’ s Day.</p> <p>Books: St. Patrick’ s Day by Anne Rockwell St. Patrick’ s Day, Here I Come! By D.J. Steinberg All Around the World: Ireland by Jessica Dean</p> <p>Activity: Saint Patrick's Day Bingo Saint Patrick's Day Puzzle</p> <p>Family Engagement: Shamrock decoration! Please see your child's mailbox for materials and details.</p>	<p>March is Irish-American Heritage Month! We will learn about Irish geography and culture, as well as the significance and traditions associated with Saint Patrick’ s Day.</p> <p>Books: St. Patrick’ s Day by Anne Rockwell St. Patrick’ s Day, Here I Come! By D.J. Steinberg All Around the World: Ireland by Jessica Dean</p> <p>Activity: Saint Patrick's Day Bingo Saint Patrick's Day Puzzle</p> <p>Family Engagement: Shamrock decoration! Please see your child's mailbox for materials and details.</p>	<p>March is Irish-American Heritage Month! We will learn about Irish geography and culture, as well as the significance and traditions associated with Saint Patrick’ s Day.</p> <p>Books: St. Patrick’ s Day by Anne Rockwell St. Patrick’ s Day, Here I Come! By D.J. Steinberg All Around the World: Ireland by Jessica Dean</p> <p>Activity: Saint Patrick's Day Bingo Saint Patrick's Day Puzzle</p> <p>Family Engagement: Shamrock decoration! Please see your child's mailbox for materials and details.</p>
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<p><b>Playful Literacy</b></p>				
<p>Introduction to letter sounds</p> <p>The w sound in motion (moving hands in front of you as though you are creating a wave)</p> <p>Purple Cats: Discuss that the w is a sequence of lines. team of consonants. As a team, they always work together. Write W on a dry erase</p>	<p>Story Time</p> <p>Read "Rain"</p> <p>Target more complex wh-questions per cohort What happens to the sky when it rains? Do you know WHY it rains? What do we wear when it rains? What happens to plants</p>	<p>Phonemic Awareness</p> <p>Play the following game with the entire class. Write out the following "W" words on cut outs of weather related items on different color pieces of paper around the room. Hand out same words on the same colored weather items and have the children say target words and then run</p>	<p>Buddy Reading</p> <p>Storytelling: Teach the children how to tell their own stories using props, scenery, and puppets. This activity can help them develop their language and communication skills, as well as their storytelling and narrative skills. Make props using weather</p>	<p>Word Retrieval</p> <p>Let's play charades! Act a weather and have each student guess what it is. Using images of different types of weather, have the student pick an image to act out.</p>

board. Have children use their finger and to wipe away the letter with their finger . Print out several images of words with "w" in the beginning like wave, wing, web, world. Discuss how the W is in the beginning of these words.

Brown Bears: On large house paper (please print from google drive folder), write out the following w words. Have the children underline the w and then draw a squiggly line underneath the line and describe it as a consonant team. There are two letters, but when they are together, they make one sound.

- Walk
- Water
- Whale
- When
- White
- Wiggle (bonus word)

when it rains?  
Let's attempt to connect how drinking water is like our "rain."

around the room looking for it's match.

Simple W: walk, white, whale, water, wind, wiggle, winter

Beginning W: waffle, wagon, wait, wake up, waterfall, wondering

Middle W (purple cats words): awake, award, homework, driveway, highway, jaguar, kiwi

Ending W (brown bears words): marshmallow, arrow, below, slow, blow, glow, paw, follow

related photos on a stick  
- clouds  
- the sun  
- rain drops  
- snowflakes

**STEM ( 5- E Inquiry Model)**

**Water Cycle in a Bag**

materials - zip lock bags, water, food coloring, tape, printed image of water cycle

Engage - Where does rain come from? Where do

**Cloud Viewer**

Engage - What are clouds made of? What do they look like? What do clouds tell us about the weather?

Explore - Today we will

**Foam Rain Clouds**

Engage - How do clouds form? Where does rain come from?

Explore - Today, we will create a visual representation

**Wind Blowing Tray**

Engage - What does wind do? Where does it come from? Wind is air that moves around us. We can't see it, but we can feel it, and see what it moves.

**Make a Kite**

Engage - Have you ever flown a kite? Think back to our exploration of which materials we can/cannot blow. What type of materials would be best for a kite?

puddles "go" when they dry up? Today we will learn about the water cycle, which is how water moves between the atmosphere, land, and ocean.

Explore - We will create a water cycle in a bag. First, mix together water and blue food coloring to create "rain water." Add 1/4 cup of rain water to a zip lock bag, seal it shut, and tape it to a sunny window.

Explain - Over the next few days, the water will go through:

1. Evaporation - the sun will heat up the water, making it "disappear" and turn into gas/vapor (like a puddle drying up!).
2. Condensation - the vapor will collect at the top as tiny water droplets (like clouds!)
3. The water droplets will become too heavy, and fall back down (like rain!).

Elaborate - There are many kinds of precipitation - rain, snow, sleet, and hail.

Evaluate - The water cycle continues going around and around. Where does the

learn about the different types of clouds, and then go outside and see which type we can spot! Provide students with popsicle sticks, tape, glue, and markers. Print out photos of the different types of clouds. Students will connect 4 popsicle sticks into a square shape, and attach photos of the different types of clouds. Then, we will go outside and observe the sky.

Explain - There are many types of clouds, that differ in color/ height/appearance. The type of clouds we see let us know what type of weather is coming.

Elaborate -

1. Cumulus clouds (cotton candy clouds) - big, white, fluffy, sign of nice weather
2. Stratus clouds (blanket clouds) - span across the sky like a big gray blanket, sign of drizzle
3. Stratocumulus clouds (combination of cumulus + stratus) - fluffy, gray, sign of rain
4. Cumulonimbus - very tall, spanning low to high, sign of thunderstorms

Evaluate - Which type of clouds did we find? What

of a rain cloud. Fill a clear cup/container with water, and cover the top with shaving cream ("cloud"). In a separate bowl, mix together water/blue food coloring to create "rain." Use an eye dropper to squeeze "rain drops" onto the "cloud." First, the cloud will hold some of the rain. Eventually, it will become too heavy, and drip down into the cup of water.

Explain - Clouds are made up of water vapor, which is like the steam that comes out of a pot of boiling water. Water evaporates from the earth, into the air, forming clouds. When it cools down, it turns into liquid water.

Elaborate - Clouds hold onto this water until it becomes too heavy, and then it comes down as rain!

Evaluate - How does the appearance of the cloud change when it is holding rain? Look back at the images of clouds from yesterday for reference.

<https://littlebinsforlittlehands.com/rain-cloud-spring-science-weather-activity/>

Explore - Collect various light items (pom poms, beads, dry pasta, feathers, scraps of paper). Provide each child with a straw. Children will use the straws to explore how strong they need to blow to move different items across the table. Set up a race track to test out which items are the easiest to blow.

Explain - When air moves fast, we feel a strong wind. When it moves slowly, we feel a soft breeze. Incorporate vocabulary words such as blow, sway, gust, float, breeze.

Elaborate - Wind can push things like leaves, kites, and even our hair. Light things (like feathers and leaves) move easily because they don't weigh much. Heavy things (like rocks and buildings) stay still because they are too big and strong for the wind to move.

Evaluate - Separate items based off of what your "wind" could move vs not move. Do you think the wind outside could move some items that you could not?

Explore - Create kites using popsicle sticks, construction paper or pieces of a plastic tablecloth, streamers, yarn, scissors, and glue. Encourage Brown Bears to first draw a design for their kite, and decide on their choice of materials. Then, help assemble the kite)

Explain - Parts of a kite:

1. Sail - the big/colorful part, catches the wind and helps to lift the kite up into the sky.
2. Frame - made of sticks, helps to keep the kite's shape.
- 3 - String - helps you hold and control the kite.
4. Tail - helps the kite balance.

Elaborate - The wind allows a kite to fly by pushing it up into the air. If there is no wind, the kite cannot fly. If there is a strong wind, the kite will fly up higher!

Evaluate - Let's go outside and test out our kites. Did any kites have trouble catching air? Which materials worked best? Did we have enough wind to fly our kites?

<https://www.prekprintablef->

<p>water collect when it rains? (Lakes, rivers, oceans).</p>	<p>does this say about the weather? Will there be rain coming? We can use this information to plan for activities (Is today a good day to play outside?) and clothing (Do I need a rain jacket today?).</p> <p><a href="https://littlebinsforlittlehands.com/cloud-viewer/">https://littlebinsforlittlehands.com/cloud-viewer/</a></p>		<p>Extension: Straw painting: Place drops of watered down paint on paper. Students will blow the paint around to create abstract art.</p>	<p><a href="https://un.com/blog/build-your-own-kite">un.com/blog/build-your-own-kite</a></p>
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**Spanish Immersion**

<p>Introduction to Spanish with "Buenas Tardes" song / "Cabeza, hombro, rodilla y pie" / "Canción de Opuestos" Activity: Artificial Snow Materials: Baking soda, hair conditioner, a measuring cup, and a deep container. Development: Mix the ingredients in the container to create artificial snow. 2 1/2 cups of baking soda 1/2 cup of white hair conditioner Explain to the students how water turns into snow. Talk about winter in Spanish.</p>	<p>Introduction to Spanish with "Buenas Tardes" song / "Cabeza, hombro, rodilla y pie" / "Canción de Opuestos" Activity: The Sun Materials: Yellow cardboard, scissors, stick, straw, paper plate Development: Cut out a sun shape and place it on top of the paper plate, securing it with a stick in the center. Students will blow through a straw to make the sun spin. Explain in Spanish, the relationship between the sun and the weather.</p>	<p>Introduction to Spanish with "Buenas Tardes" song / "Cabeza, hombro, rodilla y pie" / "Canción de Opuestos" Activity: Spring Flower Materials: Green cardboard, various colored paints, popsicle sticks, and paper plates. Development: Paint the paper plate with different colors and let it dry. Then, paint the popsicle stick and let it dry. This activity will be completed over two days.</p>	<p>Introduction to Spanish with "Buenas Tardes" song / "Cabeza, hombro, rodilla y pie" / "Canción de Opuestos" Activity: Spring Flower Materials: Green cardstock, scissors, craft sticks, and a paper plate. Development: Complete the spring flower and talk about the weather. Draw and cut out leaves from green cardstock, then glue them to the craft sticks. Attach the craft sticks with leaves to the paper plate to create a spring flower.</p>	<p>Introduction to Spanish with "Buenas Tardes" song / "Cabeza, hombro, rodilla y pie" / "Canción de Opuestos" Activity: The Water Cycle Materials: Water cycle cardboard model (made with cardboard, markers, white paper, and a clip). Development: Use the water cycle cardboard model to explain the process to students in Spanish.</p>
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**Uninterrupted Freeplay**

<p>Loose parts: Children will be given white pieces of paper, leaves, rocks and sticks.                  Abstract: Children will be given spray bottles, paper, paint, water, and stencils.                  Concrete: Children will be given big city blocks and dinosaurs.                  Sensory: Children will be given baking soda and shaving cream to recreate a snow storm.</p>	<p>Loose parts: Children will be given play dough, buttons, and sticks.                  Abstract: Children will be given white paper, blue paint, water, pipets, and straws.                  Concrete: Children will be given paper plates, scissors, markers, hole punchers, pipe cleaners and beads.                  Sensory: Children will be given shaving cream, food coloring and animals.</p>	<p>Loose parts: Children will be given pipe cleaners, hole punchers, plates and cups.                  Abstract: Children will be given different size canvases, paint, paper shreds, and glitter.                  Concrete: Children will be given large toilet paper rolls, gf rice, clear tape, rubber bands, and paper. Create their own rain sticks.                  Sensory: Children will be given clear cups, water, shaving cream, pipettes, and blue food coloring.</p>	<p>Loose parts: Children will be given different size boxes, tape, pom poms, popsicle sticks, and paper scraps.                  Abstract: Children will be given buckets of ice, paint brushes and paint.                  Concrete: Children will be given bingo playing cards.                  Sensory: Children will be given play-dough.</p>	<p>Loose parts: Children will be given different size toilet paper rolls, hole punchers, pipe cleaners and string.                  Abstract: Children will be given glue, construction paper, different color paint, and paint brushes.                  Concrete: Children will be given magna tiles and slides, with marbles.                  Sensory: Children will be given different object with holes in the bottom and using the sensory table filled with water.</p>
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<b>Drama</b>				
W is for Weather Station!	W is for Weather Station!	W is for Weather Station!	W is for Weather Station!	W is for Weather Station!

<b>Sports</b>				
<p>Day 1: Sunny &amp; Windy Weather</p> <p>Warm-Up: “Reach for the Sun” (5 min)</p> <ul style="list-style-type: none"> <li>• Students pretend to be sunflowers stretching toward the sun.</li> <li>• Big arm and leg stretch, reaching up and bending down.</li> </ul> <p>Main Activities (20 min)</p>	<p>Music/Dance</p>	<p>Warm-Up: “Puddle Jumps” (5 min)</p> <ul style="list-style-type: none"> <li>• Lay out poly spots markers as “puddles.”</li> <li>• Students jump from puddle to puddle.</li> </ul> <p>Main Activities (20 min)</p> <ol style="list-style-type: none"> <li>1. “Freeze Dance” (7 min)</li> </ol> <ul style="list-style-type: none"> <li>• Play music while Students dance like falling raindrops.</li> <li>• Stop the music and have</li> </ul>	<p>Jungle Gym Day</p>	<p>Warm-Up: “Thunder Clap Stretches” (5 min)</p> <ul style="list-style-type: none"> <li>• Reach up and clap hands loudly like thunder.</li> <li>• Touch toes like lightning bolts striking.</li> </ul> <p>Main Activities (20 min)</p> <ol style="list-style-type: none"> <li>1. “Storm Chase” (7 min)</li> </ol> <ul style="list-style-type: none"> <li>• students run as the “storm” (teacher) chases them.</li> <li>• If tagged, they spin like a</li> </ul>



## 1. “Sun Sprint” (7 min)

- Mark a start and finish line.
- Students run, skip, or hop toward the “sun” (a poly spot).
- Call out different speeds ( “fast sun,” “slow sun” ).

## 2. “Windy Day Dance” (7 min)

- Encourage students to “blow in the wind” like leaves or kites.
- Change speeds to mimic gentle and strong winds.

## 3. “Chase the Cloud” (6 min)

- Use a soft ball or balloon as a floating cloud.
- Students try to catch it as you toss it in the air.

## Cool Down: (5 min)

- Stretching with deep breaths, lowering arms slowly like the sun setting.

them freeze like puddles.

## 2. “Umbrella Tag” (7 min)

- One student holds a pretend umbrella and chases the others.
- When tagged, students become “raindrops” and must hop in place.

## 3. “Rainbow Run” (6 min)

- Lay out different-colored cones or markers.
- Students run to a called-out color to “build a rainbow.”

## Cool Down: “Raindrop Taps” (5 min)

- Deep breathing to “calm the storm.” and stretch

tornado for three seconds.

## 2. “Snowball Toss” (7 min)

- Use soft balls as “snowballs.”
- Toss them into buckets or at a target.

## 3. “Ice Skaters” (6 min)

- Slide feet side to side like skating on ice.
- Add small jumps for variation/difficulty.

## Cool Down: “Snowflake Drift” (5 min)

- Students lie down and stretch arms/legs out like a snowflake.