

Franklin Township Public Schools - PRESCHOOL Curriculum Guidance Document: Unit 13 (Weather)

Unit 13: (March) WEATHER

Days of Instruction: 2 weeks

Unit Summary and Rationale:

In Unit 13, students will learn to:

- Label the four seasons and types of weather

Preparation for College, Careers, and Beyond	
Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

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Cross-Curricular Connections

Interdisciplinary Connections

- LIBRARY - Suggested story titles:
****SUGGESTED MENTOR TEXTS LISTED BELOW IN UNIT TABLE**
 - *The Bears in the Great Big Storm* by Paul Bright
 - *Clifford the Weather Dog* by Sonali Fry
 - *The Cloud Book* by Tomie de Paola
 - *Clouds* by Anne Rockwell
 - *Cloudy Days* by Jennifer S. Burke
 - *Cloudy with a Chance of Meatballs* by Judi Barrett
 - *Hot Days* by Jennifer S. Burke
 - *I Love You, Papa, In All Kinds Of Weather* by Nancy White Carlstrom
 - *Kipper's Rainy Day* by Mick Inkpen
 - *Kipper's Sunny Day* by Mick Inkpen
 - *Rainy Days* by Jennifer S. Burke
 - *The Seasons of Arnold's Apple Tree* by Gail Gibbons
 - *Sunny Days* by Jennifer S. Burke
 - *Watching the Weather* by Edana Eckart
 - *What's the Weather Like Today?* By Rozanne Lanczak Williams
 - *Weather/Les Temps* by Clare Beaton
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- SONGS/MOVEMENT
 - Weather related songs
 - Rain, rain, go away
 - Mr. Sun
 - Itsy Bitsy Spider
 - 20 Little Snowflakes
- ART
 - Different color paper strips(rainbow)
 - Pipettes with colored water to make raindrops
- DRAMATIC PLAY
 - Weather Center: clothing to go with weather(scarves, coats, raincoat) umbrella, map of US, pretend camera/microphone, thermometer,
- FINE MOTOR
 - Cloud writing: Shaving cream
- BLOCKS
 - Drive cars through weather, add pvc pipe or rain gutters
 - Build a shade structure (pieces of paper, solo cups, flashlights)

Technology Integration and Literacy

- TECHNOLOGY INTEGRATION
 - Youtube videos:
 - Seasons Song
 - BLIPPI Weather Song | Educational Songs For Kids
 - Scholastic digital issue
 - The Wind Blew March 2021
 - Up Up and Away March 2018
 - What Should I wear? March 2020
- LITERACY
 - Themed word wall cards and weather themed paper in writing center
 - Rain Drops Pocket Chart game - identifying capital & lower case letters
- MATH
 - Sunshine patterns (colored pipe cleaners)
 - Cloud count (pom poms or colored beads on clouds with numbers)
 - Weather card matching memory game (tpt)
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- SENSORY
 - Solo cups with holes in the bottom, cotton balls, water

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PRESCHOOL - UNIT 13 (Weather)

Topic/ Pacing	Standards (NJ 2014 Preschool Teaching and Learning Standards)	Critical Knowledge & Skills	Suggested Resources and Activities
WEATHER (2 weeks)	<ul style="list-style-type: none"> ● .0.1: Children demonstrate self-confidence ● 0.2: Children demonstrate self-direction ● 0.3: Children identify and express feelings ● 0.4: Children exhibit positive interactions with other children and adults ● 0.5: Children exhibit pro-social behaviors. ● 1.1: Children express themselves through and develop an appreciation of creative movement and dance ● 1.2: Children express themselves through and develop an appreciation of music ● 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling ● 1.4: Children express themselves through and develop an appreciation of the visual art ● 2.1 Children develop self-help and personal hygiene skills ● 2.3 Children begin to develop an awareness of potential hazards in their environment ● 2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills ● RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. ● RL.PK.2 With prompting and support, retell familiar stories or poems ● RL.PK.3 With prompting and support, identify characters, settings and major events in a familiar story ● RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud ● RL.PK.5 Recognize common types of literature ● RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story ● RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story ● RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different ● RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups ● RI.PK.1 With prompting and support, ask and answer question about key elements in a familiar text ● RI.PK.2 With prompting and support, recall important facts from a familiar text ● RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text. ● RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text 	<p>Essential Question:</p> <ul style="list-style-type: none"> ● What are the seasons and what characterizes each season? ● What are the different types of weather? ● How can weather be predicted? <p>Objectives/Learning Outcomes <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Increase weather vocabulary ● Label the seasons ● Label the types of weather ● Label weather within a season ● Tell types of clothes and items needed for types of weather <p>Suggested Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Anecdotal records ● Work samples <p>Suggested Read Alouds/Mentor Texts:</p> <ul style="list-style-type: none"> ● <i>The Bears in the Great Big Storm</i> by Paul Bright ● <i>Clifford the Weather Dog</i> by Sonali Fry ● <i>The Cloud Book</i> by Tomie de Paola ● <i>Clouds</i> by Anne Rockwell ● <i>Cloudy Days</i> by Jennifer S. Burke ● <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett ● <i>Hot Days</i> by Jennifer S. Burke ● <i>I Love You, Papa, In All Kinds Of Weather</i> by Nancy White Carlstrom ● <i>Kipper's Rainy Day</i> by Mick Inkpen ● <i>Kipper's Sunny Day</i> by Mick Inkpen ● <i>Rainy Days</i> by Jennifer S. 	<p><i>*Please see intended learning objective outcomes below broken down for 3 and 4 year olds for each content area</i></p> <p>Core Resources:</p> <p>SEL:</p> <ul style="list-style-type: none"> -Classroom routines, procedures & expectations <ul style="list-style-type: none"> ● Behavior Management Green and Red Choices Preschool, Pre-K, and Kindergarten (TPT) -Morning Meeting greetings Weather emotions activity <p>ELA:</p> <ul style="list-style-type: none"> -Thematic word wall cards -Themed read alouds -Show & tell -Letter activities <ul style="list-style-type: none"> ● The Alphabet Curriculum -Find it! Weather -Rain Drops Pocket Chart game (capital & lower case) -Name recognition (cloud craft) -Letter identifying snowball fight <p>MATH:</p> <ul style="list-style-type: none"> ● Weather clothing sorting ● Raindrop plop (Science for Little Learners) <p>SS/FAMILY LIFE SKILLS</p> <ul style="list-style-type: none"> ● Weather bear <p>SCIENCE/HEALTH</p> <ul style="list-style-type: none"> ● Science for Little Learners - All About Weather <ul style="list-style-type: none"> ○ Weather sensory bottles ○ Rain Cloud in a jar ○ Build a shade structure ○ Hot & cold experiment ○ Weather graphing ○ Rain life cycle ○ Grow a rainbow experiment <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> ●

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- RI.PK.5 Identify the front and back cover of a book
- RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text
- RI.PK.7 With prompting and support, tell how the illustrations support the text in informational text
- RI. PK.10 Actively participate in read aloud experiences using age appropriate books in individual, small and large groups
- RF.PK.1 Begin to demonstrate understanding of basic features of print
- RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes.)
- RF.PK.3 Demonstrate an understanding of beginning phonics and word skills
- RF.PK.4 Begin to engage in a variety of texts with purpose and understanding
- W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
- W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings or invented spelling to share information during play or other activities.
- W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings or invented spelling to describe an event real or imagined
- W.PK.7 With guidance and support, participate in shared research and shared writing projects
- W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question
- SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small group
- SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally
- SL.PK.3 Ask and answer questions to seek help, get information or follow directions
- SL.PK.4 Begin to describe familiar people, places, things and events and sometimes with detail
- SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail
- SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings and ideas
- L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities
- L.PK.2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day
- L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content
- L.PK.5 With guidance and support, explore word relationships
- L.PK.6 Use words and phrases acquired through conversations, activities and read alouds
- 4.1 Children begin to demonstrate an understanding of numbers and counting
- 4.3 Children begin to conceptualize measurable attributes of

- Burke*
- *The Seasons of Arnold's Apple Tree by Gail Gibbons*
 - *Sunny Days by Jennifer S. Burke*
 - *Watching the Weather by Edana Eckart*
 - *What's the Weather Like Today? By Rozanne Lanczak Williams*
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FINE/GROSS MOTOR

- “Did the wind blow it” straw blowing experiment
- Puddle “jumping”
- Weather yoga cards

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	objects <ul style="list-style-type: none"> • 4.4 Children develop spatial and geometric sense • 5.1 Children develop inquiry skills • 5.2 Children observe and investigate matter and energy • 5.4 Children observe and investigate the Earth • 6.1 Children identify unique characteristics of themselves, their families and others • 6.2 Children become contributing members of the classroom community • 5.5 Children gain experience in using technology • 9.1 Children demonstrate initiative, engagement and persistence • 9.2 Children show creativity and imagination • 9.3 Children identify and solve problems • 9.4 Children apply what they have learned to new situations 	
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Unit 13: Intended Learning Outcomes by Content Area		
	3 Year-Old	4 Year-Old
Social-Emotional Learning (SEL)	<ul style="list-style-type: none"> • Match own feelings to weather picture card 	<ul style="list-style-type: none"> • Compare own feelings to weather
English/Language Arts (ELA)	<ul style="list-style-type: none"> • Expand vocabulary related to weather • Match letters in their name with rain cloud craft 	<ul style="list-style-type: none"> • Expand vocabulary related to weather • Build one's name with rain cloud craft
Math	<ul style="list-style-type: none"> • Graph weather • Sort clothes by weather 	<ul style="list-style-type: none"> • Graph weather • Sort clothes by weather
Social Studies/Family Life Skills	<ul style="list-style-type: none"> • Dress weather person with appropriate clothing for the identified weather 	<ul style="list-style-type: none"> • Identify appropriate weather clothes
Science	<ul style="list-style-type: none"> • Identify weather pictures • Play with shadows in the classroom with flashlights and on the playground • Label weather types 	<ul style="list-style-type: none"> • Label weather pictures • Describe types of clouds • Weather experiment (ice melting) • Play with shadows in the classroom with flashlights and on the playground • Discuss how the sun gives us shadows • Label the seasons and weather • Describe weather clouds
Performing Arts (including Music and Movement)	<ul style="list-style-type: none"> • Sing songs and poems with weather theme • Act out different types of weather 	<ul style="list-style-type: none"> • Sing songs and poems with weather theme • Act out different types of weather
Fine and Gross Motor Skills	<ul style="list-style-type: none"> • Make a weather book using a variety of mediums • Move body to yoga themed poses 	<ul style="list-style-type: none"> • Make a seasons book using a variety of mediums • Move body to yoga themed poses