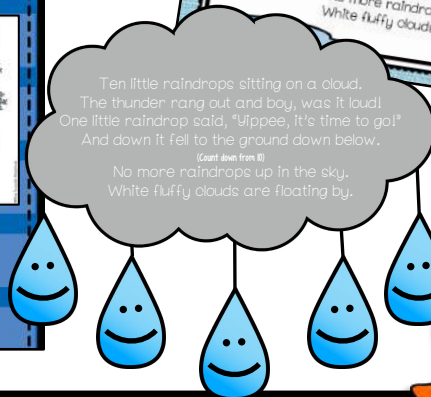


# Circle Time



# Weather

## Unit for Preschoolers



Ten little raindrops sitting on a cloud.  
The thunder rang out and boy, was it loud!  
One little raindrop said, "Yippee, it's time to go!"  
And down it fell to the ground down below.  
(Count down from 10)  
No more raindrops up in the sky.  
White fluffy clouds are floating by.



Play to Learn Preschool

# Circle Time Lessons

## Unit overview

### Day 1 Introduction - Measuring Weather

Introduce the new unit: **Weather**

Talk about what weather is and how to measure it.

**Introduction**  
Measuring Weather

Weather describes what is going on in the air and sky above us. Meteorologists (people who study the weather) use tools to measure things like rain, wind, heat, and cold.

**Objectives:**

- The students will use new vocabulary.
- The students will express themselves using words and sentences.
- The students will answer questions.

**Activities:**

- Bring a weather thermometer, rain gauge, barometer, and/or other weather instruments to circle time. Share these with the students while showing the real pictures. Talk about what each instrument measures.
- Copy and laminate the chart and weather card pages. Cut the weather cards out and place them in an envelope near the circle time area. Place the cards daily and have the students choose a weather card each day.
- Sing the "Measure the Weather" song and have the students match the weather card to the instrument card.

**Extra Link:** Make a memory tray with 5 small weather-related items. Examples: thermometer, rain gauge, umbrella, cloud, paper fan, or wind sock.

**Day 1 lesson plans**

### Day 2 Sunshine

Look at the real pictures and talk about sun safety. Sing SUNNY Bingo and read the Concept of Word on a pocket chart.

**Sunshine**  
Warming Us Up

The Sun warms our planet by warming up the surface, the oceans, and the air around us. It can be hot or cool depending on the season.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will follow and directions.
- The students will use illustrations to predict the text.

**Activities:**

- Show the real pictures and remind the students to never look directly at the sun. Talk about other ways to protect yourself from the sun's rays with hats, sunglasses, and sun screen.
- Play S-U-N-N-Y. Copy the cards and glue the "bring it" cards. Fill a letter jar with the letters of the song. If each of the consonants to make the words to help remember the song.

**Extra Link:** Make a memory tray with 5 small weather-related items. Examples: thermometer, rain gauge, umbrella, cloud, paper fan, or wind sock.

**Day 2 lesson plans**

### Day 3 Clouds

Examine the real pictures of clouds. Play Cloud Shapes carpet game. Get moving with Parachute Clouds movement game.

**Clouds**  
Look for the Shapes

When moist, warm air rises, it cools forming little water droplets called clouds.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions and demonstrate basic locomotor skills.
- The students will express themselves using words and sentences.

**Activities:**

- Show the students the real pictures of clouds. If your classroom has a window, have the students look outside and see if they see any similar clouds. If possible go outside, lay on the ground and look at the clouds, like the students when they see.
- Use a parachute or large sheet to play a locomotor game by following the directions on the "Parachute Clouds" poem.

**Extra Link:** Make a memory tray with 5 small weather-related items. Examples: thermometer, rain gauge, umbrella, cloud, paper fan, or wind sock.

**Parachute Clouds**

**Day 3 lesson plans**

### Day 4 Rain & the Water Cycle

Observe the real pictures of rain. Sing the "Water Cycle" and "Drink Some Water" songs. Count the raindrops in the poem.

**Rain & the Water Cycle**  
Where Does the Water Go?

The water cycle is the movement of water between the land and the air. It happens when rain falls from clouds to the ground. The rain evaporates into the clouds and condenses back into rain.

**Objectives:**

- The students will use new vocabulary.
- The students will follow oral directions.
- The students will note count.

**Activities:**

- Show the real pictures and start a discussion with the students by asking if anyone has been outside while it is raining.
- Sing the "Water Cycle" song and use the cards to show what's next.

**Extra Link:** Make a memory tray with 5 small weather-related items. Examples: thermometer, rain gauge, umbrella, cloud, paper fan, or wind sock.

**Water Cycle**

**Day 4 lesson plans**

### Day 5 Wind

View the pictures of things moving in the wind. Sort the objects moved by wind. Play the Windy Spinner game.

**Wind**  
Moving with the Wind

Wind is air that moves along the Earth's surface. It can be gentle like a breeze or fast like a tornado or hurricane.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will demonstrate basic locomotor skills (running, jumping, hopping, etc.).

**Activities:**

- Show the real pictures of things being moved by the wind. Ask the students if they can see wind.
- Play the Movement Moved song. First, predict what will move by putting the objects on a pocket chart under their heading. Collect the objects on a pocket chart under appropriate heading. Here, collect the objects on the cards and test each one. Use a motorized fan or paper fan to mimic the wind.
- Play the Wind Spinner action game.

**Extra Link:** Place a pinwheel outside where the students can see from the classroom. Keep a daily chart to record if there was wind that day.

**Windy Spinner**

**Day 5 lesson plans**

# Circle Time Lessons

## Unit Overview

### Day 6 Tornado

Look at the picture of the tornado. Sing the Tornado Twisty song. Sort pictures into 2 groups.

**Tornado**  
Twisty Storm

Tornadoes are rotating columns of air that touch the ground below and the storm clouds above. They can cause a lot of destruction and are dangerous. If the weather person reports a tornado, seek shelter inside, away from windows immediately.

**Objectives:**

- The students will actively participate in conversations.
- The students will demonstrate basic locomotor skills, (running, jumping, hopping, etc.)
- The students will sort objects by property, (size, shape, color, use)

**Activities:**

- Look at the picture of the tornado. Tornadoes pick up things in their path with their high wind. People should always seek shelter in a safe place without windows if a tornado has been seen close by.
- Sing the "Tornado Twisty" action song. Use the picture cards to model with each verse.
- Bring a variety of objects to sort into two groups: "twisted" and "not twisted". Picture cards are also included, if needed.

**Extension Idea:** Fill a clear, plastic water bottle 1/2 full with water. Add in two new drops of blue coloring liquid and some glitter. Put the lid on tightly and give it a shake. Turn the bottle upside down and watch the bottle's contents swirl! Let your class see a mini tornado forming.

**Day 6 lesson plans**

### Day 7 Hurricane

Observe the satellite pictures of the hurricane. Label the hurricane. Play "Eye Spy".

**Hurricane**  
A Big Storm

Hurricanes are tropical storms that form over warm waters of the ocean. If they make it to land, they can cause a lot of damage with their wind and rain.

**Objectives:**

- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.
- The students will follow oral directions.

**Activities:**

- Show the real satellite picture of a hurricane. Ask the students what they think the green, blue, and white parts might be.
- Point out the different parts of a hurricane. Label the print cards to help with.

**Extension Idea:** Fill a clear, plastic water bottle 1/2 full with water. Add in two new drops of blue coloring liquid and some glitter. Put the lid on tightly and give it a shake. Turn the bottle upside down and watch the bottle's contents swirl! Let your class see a mini tornado forming.

**Day 7 lesson plans**

### Day 8 Snow

Look at the pictures of snow. Play chip clip and carpet games.

**Snow**  
Ice Crystals

When the air is cold, water droplets in the clouds freeze up and fall to the ground as snowflakes. If the snow is accompanied by high winds it creates a powerful snowstorm called a blizzard.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will count a set to 6 and make combinations of objects to create the set.
- The students will recognize letters of the alphabet.

**Activities:**

- Show the real pictures of children in the snow. Ask the students what they like to do in the snow.
- Recite the "5 Little Snowflakes" song. As you progress through each verse, remove a snowflake from the cloud.

**Extension Idea:** Teach the ASL sign for snow. Put two hands up, fingers spread apart. Wiggle fingers and move hands down like falling snow.

**To Play the Game:**

- Line up the pictures of the water cycle. Identify the letters together.
- Hide the ice cube under one of the water cups and recite the poem to class.
- Children guess where the ice cube is hiding by identifying the letter on the cup.

**5 Little Snowflakes**

5 little snowflakes  
Falling from the sky  
1 little snowflake  
Falls and melts away  
4 little snowflakes  
Falling from the sky  
2 little snowflakes  
Falls and melts away  
3 little snowflakes  
Falling from the sky  
1 little snowflake  
Falls and melts away

**Day 8 lesson plans**

### Day 9 Meteorologist

View the real picture of the meteorologist. Sing the "Weather Person" song and play a Grid Game.

**Meteorologist**  
Learning About the Weather

A meteorologist is a scientist who studies the air around the earth and tells us what the weather is going to be. A meteorologist can tell us if it is going to be sunny, cloudy, rainy.

**Objectives:**

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

**Activities:**

- Show the real picture of the person reporting the weather. Discuss what type of weather she might be reporting.
- Sing the "Weather Person" song and match the weather with the reporter on a pocket chart as you sing the different verses.

**Extension Idea:** Print out the weather journal, and give to each student to take home and record the weather. This can also be completed as a class.

**Day 9 lesson plans**

### Day 10 Conclusion

Practice active listening skills by solving riddles about the weather. Find out what the students have learned.

**Conclusion**  
Unit Conclusion

Take this day to discuss all the things learned about weather. Play the game to help the students remember.

**Objectives:**

- The students will draw and initiate the act of writing.
- The students will actively participate in conversations.

**Activities:**

- Ask the students about weather. Students can draw a picture or teachers can transcribe their responses on the attached recording sheet.
- Create "hide bags". Print the pictures and place them inside the hide bags (or fill bags with small plastic toy representations). Attach the riddle on the outside of the bag, read the riddle aloud and have the students guess what is inside.

**Extension Idea:** Print out the weather journal, and give to each student to take home and record the weather. This can also be completed as a class.

**Day 10 lesson plans**

# Introduction

## Measuring Weather

Day  
Lesson  
Plans

Weather describes what is going on in the air and sky above us.

Meteorologists (people who study the weather) use tools to measure things like rain, wind, heat, and cold.

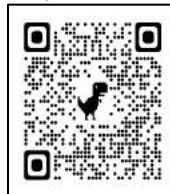
### Objectives:

- The students will use new vocabulary.
- The students will express themselves using words and sentences.
- The students will answer questions.

### Activities:

1. Bring a weather thermometer, rain gauge, barometer, and/or other weather instruments to circle time. Share these with the students while showing the real pictures. Talk about what each instrument measures.
2. Copy and laminate the chant and weather card pages. Cut the weather cards out and place them in an envelope near the circle time area. Recite this chant daily and have the students choose a weather card each day.
3. Sing the "Measure the Weather" song and have the students match the weather card to the instrument card.

**Extension Idea:** Make a memory tray with 4-5 small weather related items. Examples: thermometer, rain gauge, cotton ball (cloud), yellow marble (sun), water bottle (rain), or hand held fan (wind). Show the tray then remove one item and have the students guess what is missing.



<https://playtolearnpreschool.us/memory-trays/>

People that study the weather are called meteorologists. They measure wind, rain, and temperature.



### What's the Weather?

Chant

Look outside.  
What do you see?  
What's the weather  
going to be?  
Clouds, sun, snow or wind?  
What did you see  
When you walked in?  
Look at the cards.  
Let's pick one out.  
Tell us what the  
Weather's all about.



### Measure the Weather!

To the tune of "London Bridge"

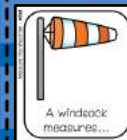
What's the weather going to be,  
Going to be, going to be?  
What's the weather going to be,  
Let's check our tools and see!

If we use a thermometer,  
a thermometer, a thermometer.  
If we use a thermometer,  
then we are  
Measuring... temperature.



- Repeat the verses with:
- rain gauge - rain
  - barometer - air pressure
  - weather vane - wind direction
  - windsock - wind direction and speed
  - thermometer - cold/cool

### Measure the Weather



A windsock  
measures...



A rain gauge  
measures...



A barometer  
measures...



A thermometer  
measures...



wind.



rain.



storms.

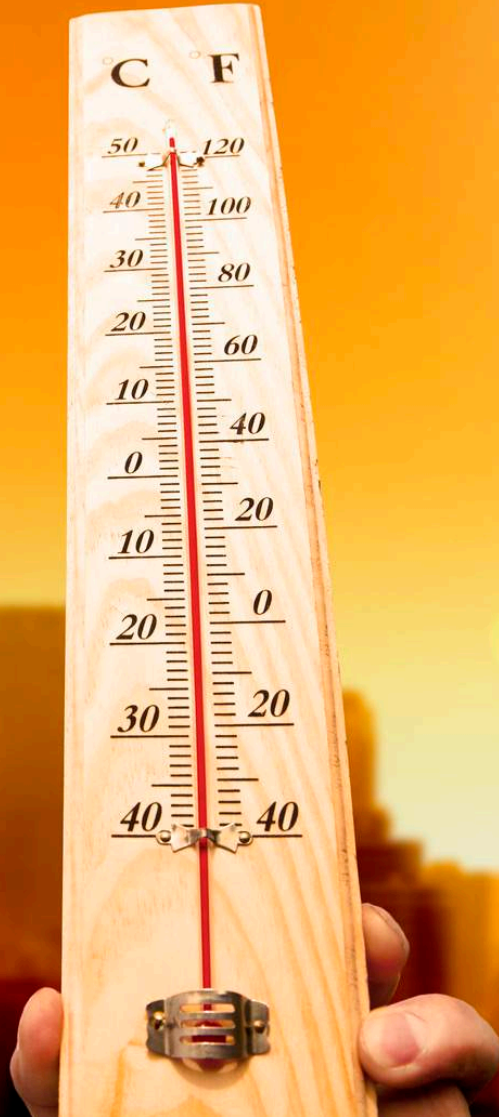


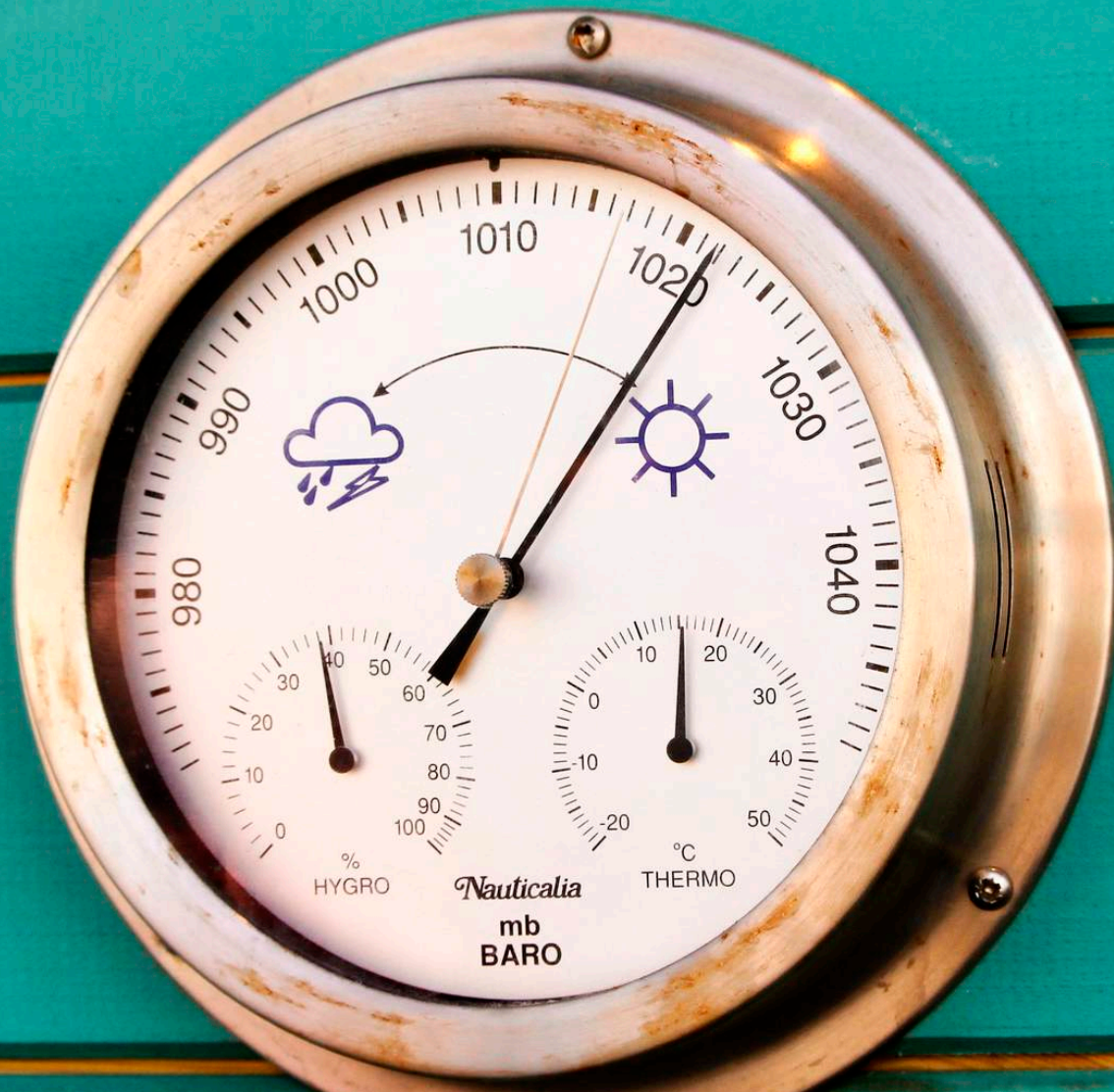
temperature.

**People that study the weather are called meteorologists.  
They measure wind, rain, and temperature.**



**A thermometer is a weather tool that measures how hot or cold the air is.**





**A barometer is a weather tool that measures air pressure.**

**A rain gauge is a weather tool that measures how much rain has fallen.**



**Windssocks measure the direction and speed of the wind.**



# What's the Weather?

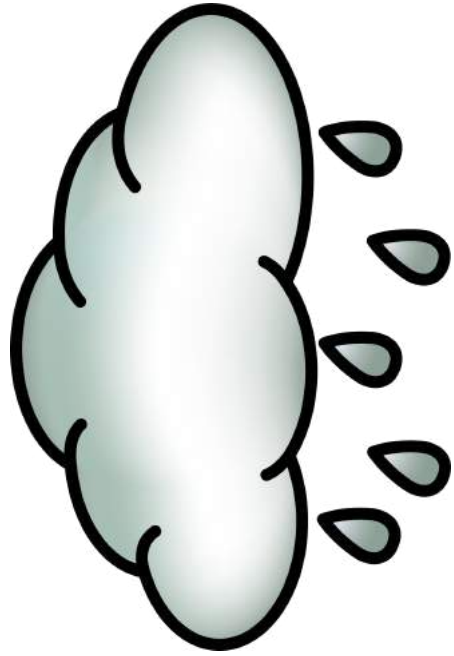
Chant



Look outside.  
What do you see?  
What's the weather  
Going to be?  
Clouds, sun, snow or wind?  
What did you see  
When you walked in?  
Look at the cards.  
Let's pick one out.  
Tell us what the  
Weather's all about.

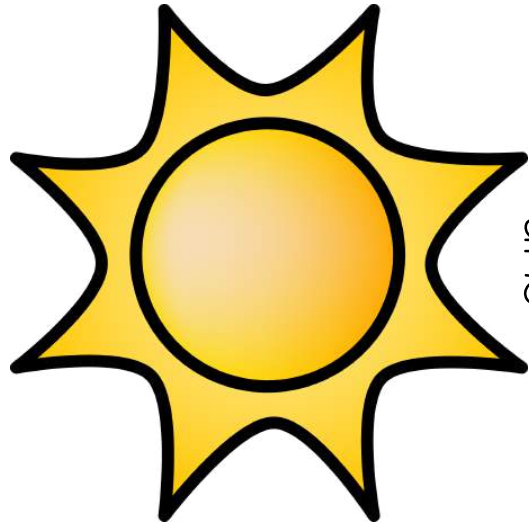


What's the Weather?



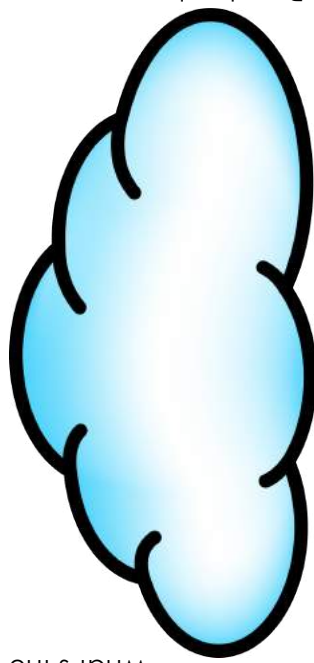
rain

What's the Weather?



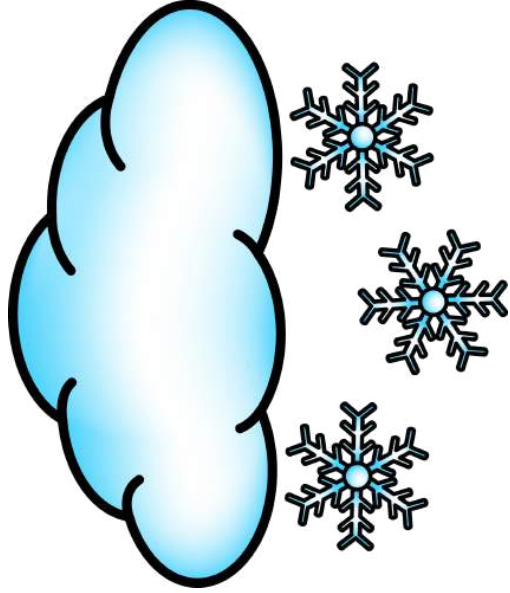
sun

What's the Weather?



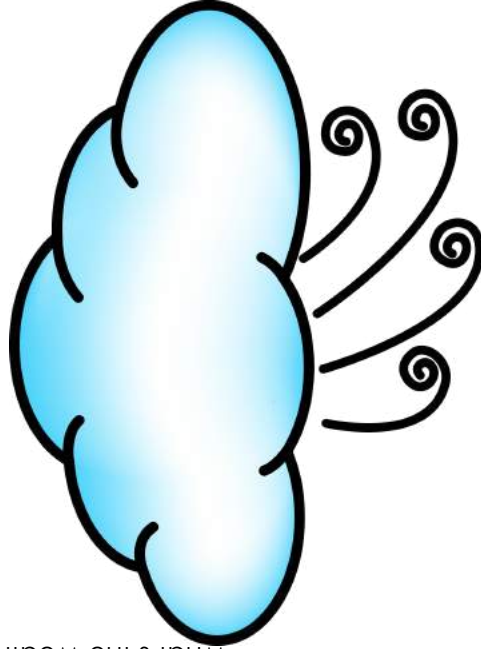
cloudy

What's the Weather?



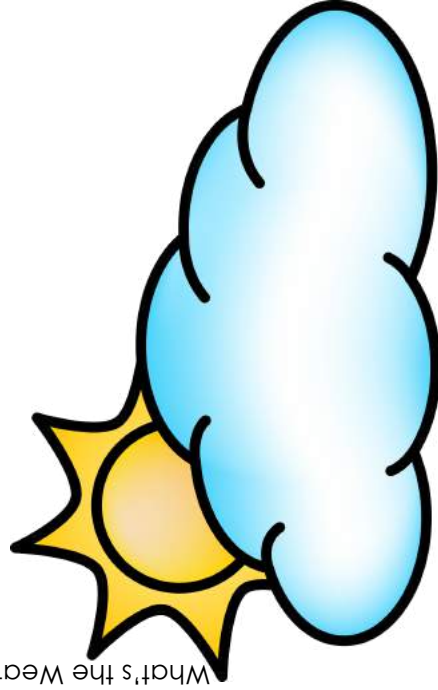
snow

What's the Weather?



wind

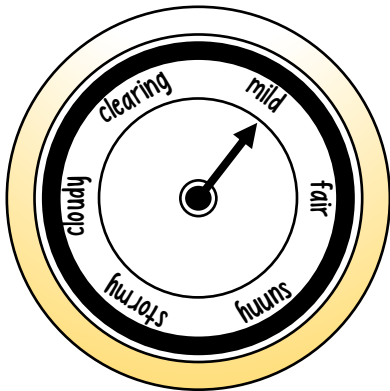
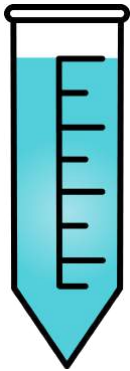
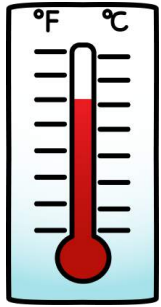
What's the Weather?



partly cloudy

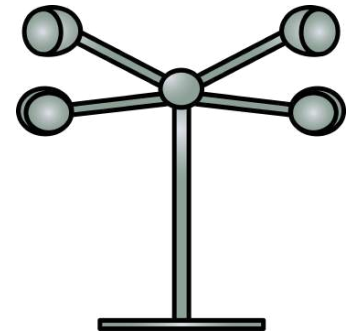
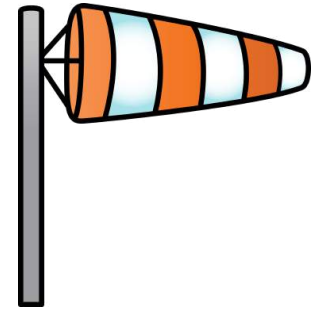
# Measure the Weather!

To the tune of "London Bridge"



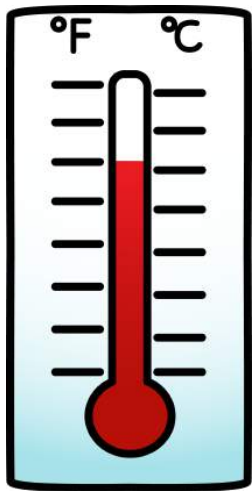
What's the weather going to be,  
Going to be, going to be?  
What's the weather going to be,  
Let's check our tools and see!

If we use a thermometer,  
a thermometer, a thermometer.  
If we use a thermometer,  
then we are  
Measuring... temperature.



Repeat the verses with:

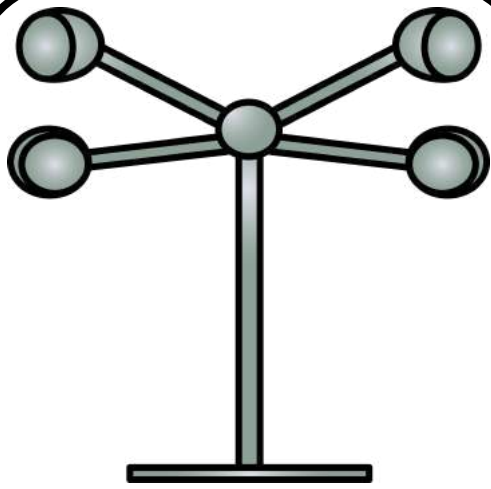
- rain gauge - rain
- barometer - air pressure
- weather vane - wind direction
- windsock - wind direction and speed
- anemometer - wind speed



# Measure the Weather

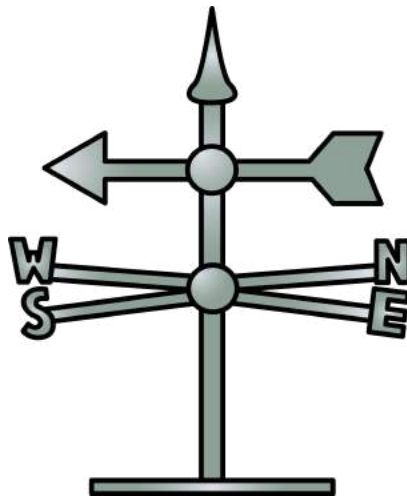


Measure the Weather - wind speed



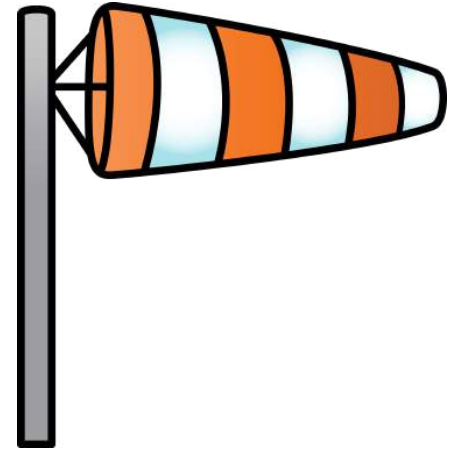
An anemometer  
measures...

Measure the Weather - wind direction



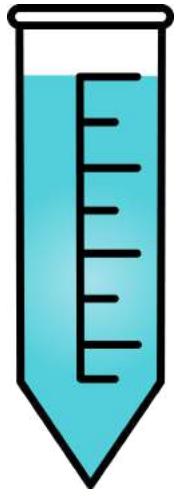
A weather vane  
measures...

Measure the Weather - wind



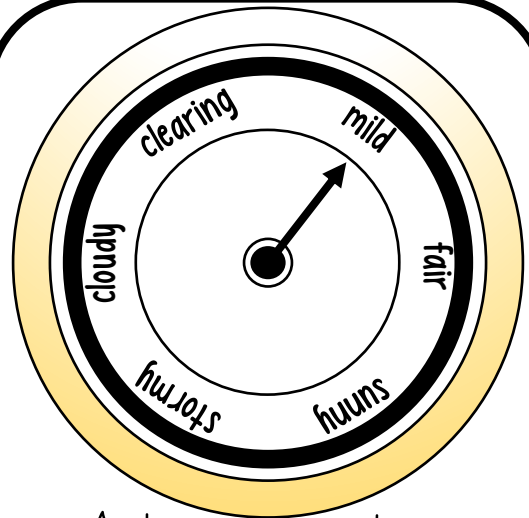
A windsock  
measures...

Measure the Weather - rain



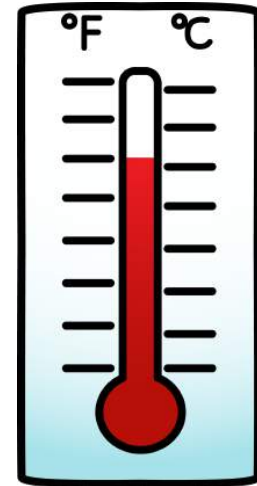
A rain gauge  
measures...

Measure the Weather - storms




A barometer  
measures...

Measure the Weather - temperature



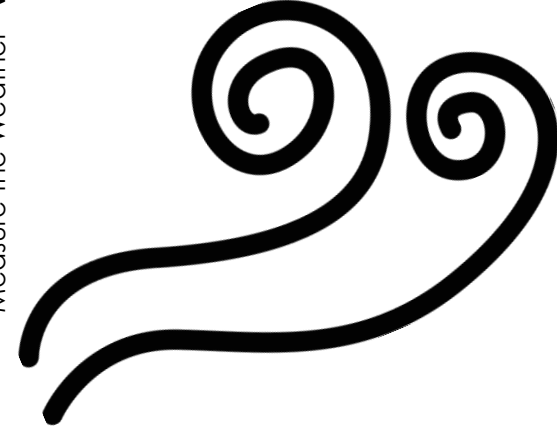
A thermometer  
measures...

Measure the Weather - **anemometer**

Anemometer symbol consisting of a central vertical line with two curved arms, each ending in a spiral.

wind.

Measure the Weather - **vane**

Weather vane symbol consisting of a central vertical line with two curved arms, each ending in a spiral.

wind.

Measure the Weather - **windsock**

Windsock symbol consisting of a central vertical line with two curved arms, each ending in a spiral.


wind.

Measure the Weather - **gauge**

Rain gauge symbol consisting of a collection of approximately 15 teardrop-shaped raindrops.


rain.

Measure the Weather - **barometer**

Storm symbol consisting of a grey cloud with two yellow lightning bolts and several raindrops falling from it.

storms.

Measure the Weather - **thermometer**

Thermometer symbol consisting of two cartoon characters holding thermometers. The character on the left is wearing a green shirt and brown pants, and the character on the right is wearing a blue jacket, grey pants, and a grey hat. The word "or" is written between them.

temperature.

# Sunshine

## Warming Us Up

Day 2  
lesson  
plans

The Sun warms our planet by warming up the surface, the oceans, and the air around us. It can be hot or cold depending on the season.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will use illustrations to predict the text.

### Activities:

1. Show the real pictures and remind the students to never look directly at the sun. Talk about other ways to protect yourself from the sun's rays with hats, sunglasses, and sun screen.
2. Play S-U-N-N-Y. Copy the cards and glue the "bright!" cards to the back of the letter cards. Flip a letter over each time you sing a verse of the song.
3. Read "I See Weather!" Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.

**Extension Idea:** At the beginning of class on a sunny day, place dark colored construction paper outside in the sun. The students place small objects or paper cut-outs on the dark paper. Check the paper at the end of class to see what happened to the dark paper. Talk about what bleached the paper.



### I See the Weather!

Concept of Word











I see the sun.  
I see the rain.  
I see the lightning.  
I see the clouds.  
I see the tornado.  
I see the snow.  
I do not see the wind.  
I see the weather!





### See the Weather!





I see the	sun.	
I see the	rain.	
I see the	lightning.	
I see the	clouds.	
I see the	tornado.	
I see the	snow.	
I do not see	the wind.	
I see the	weather!	

### Sunny




(To the tune of "Sing")  
If it's bright,



brigh  
bright!



N N Y





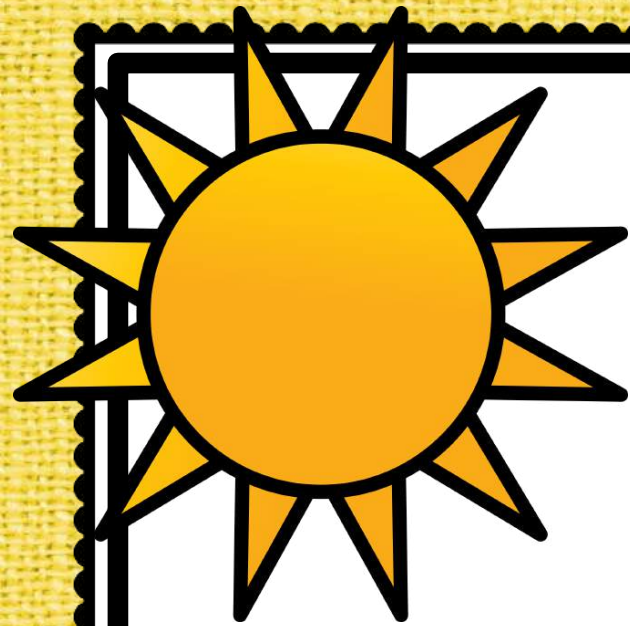
**The sun heats the air around  
us and keeps us warm.**



**It is important to wear a hat, sunscreen, and sunglasses when you are out in the sun.**



**An umbrella can not only protect you from rain, but the sun's harmful rays as well .**



# Sunny

To the tune of "Bingo"

If it's bright,  
No clouds to see.  
What do you think  
The weather will be?

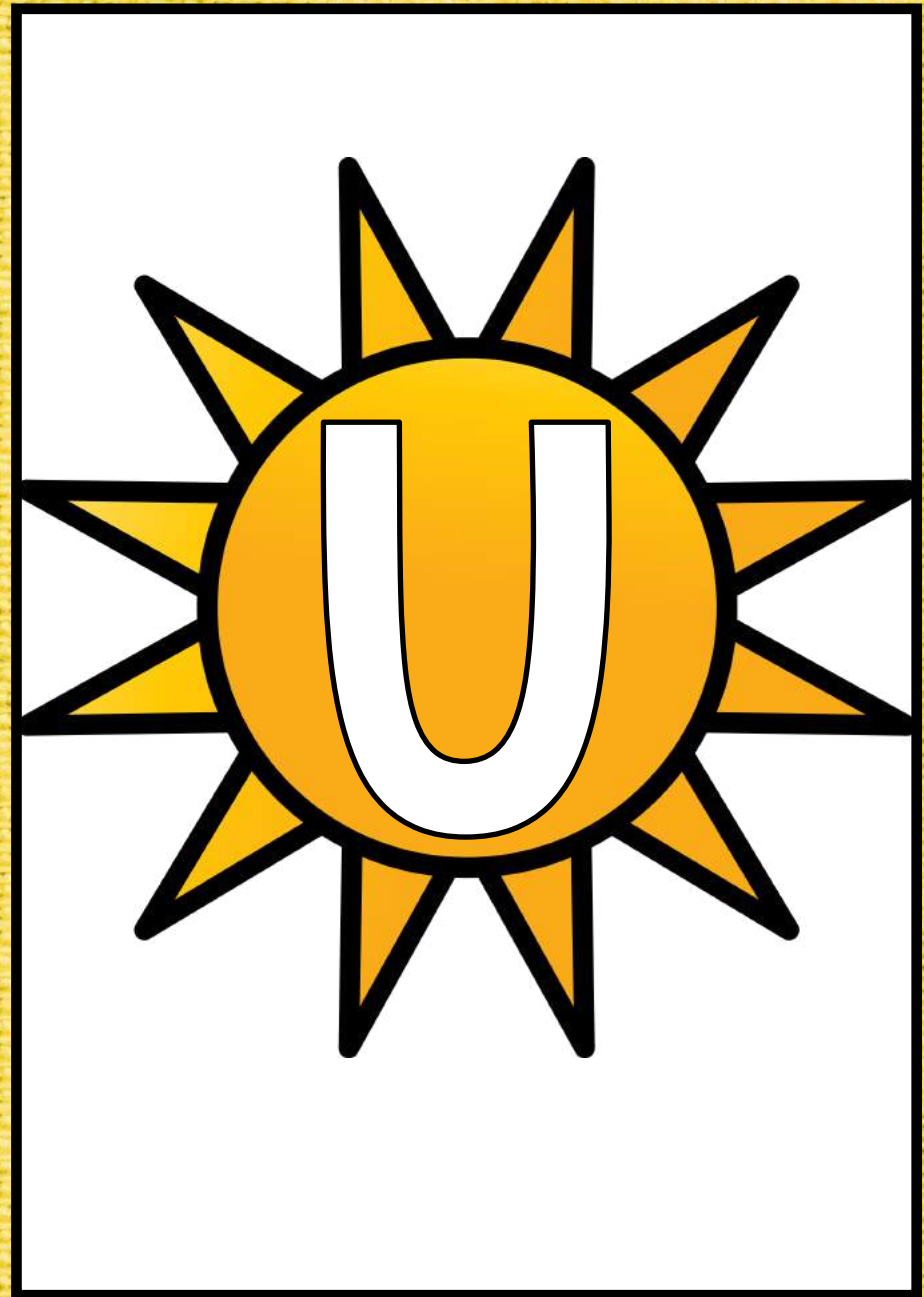
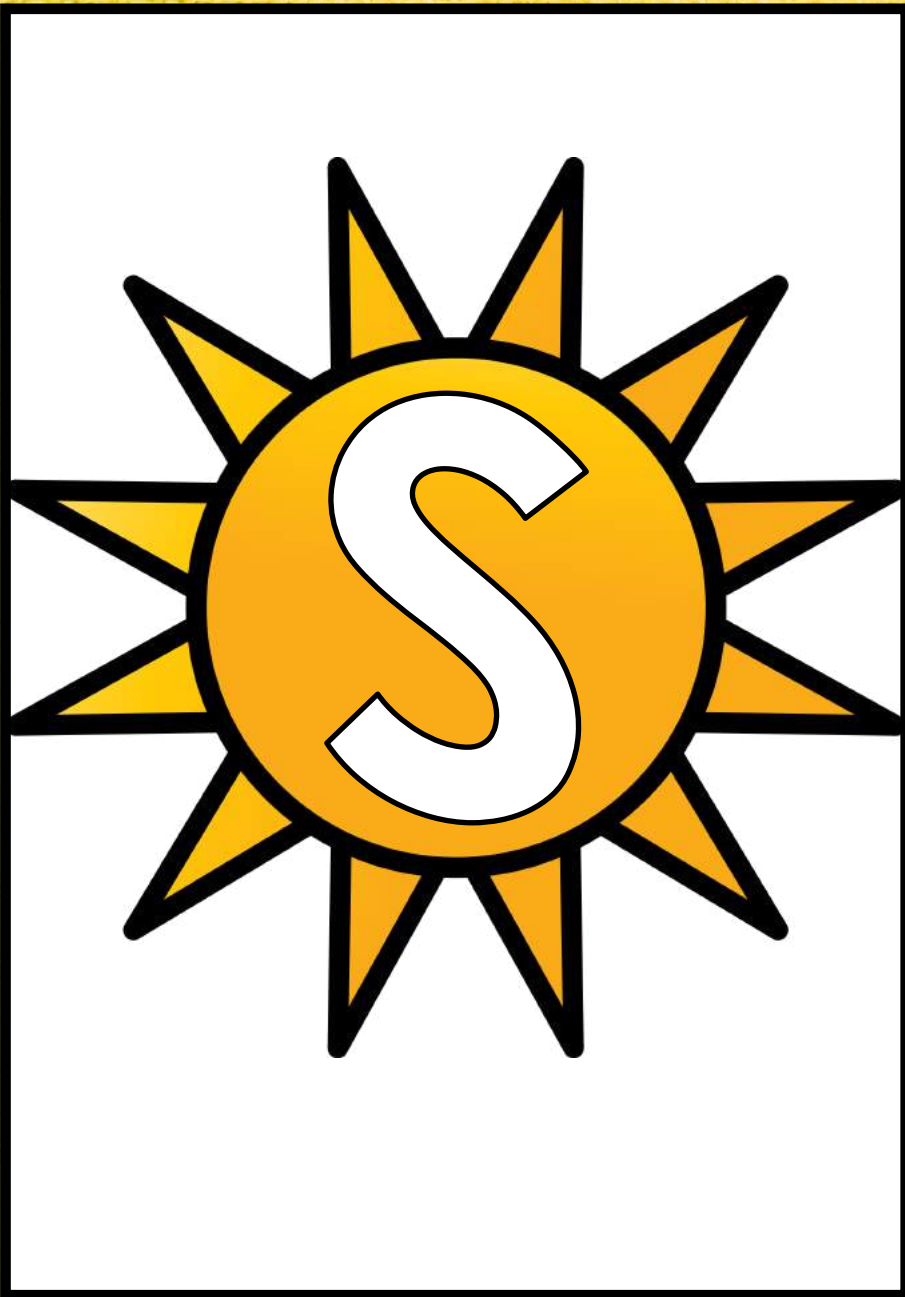
**S-U-N-N-Y**

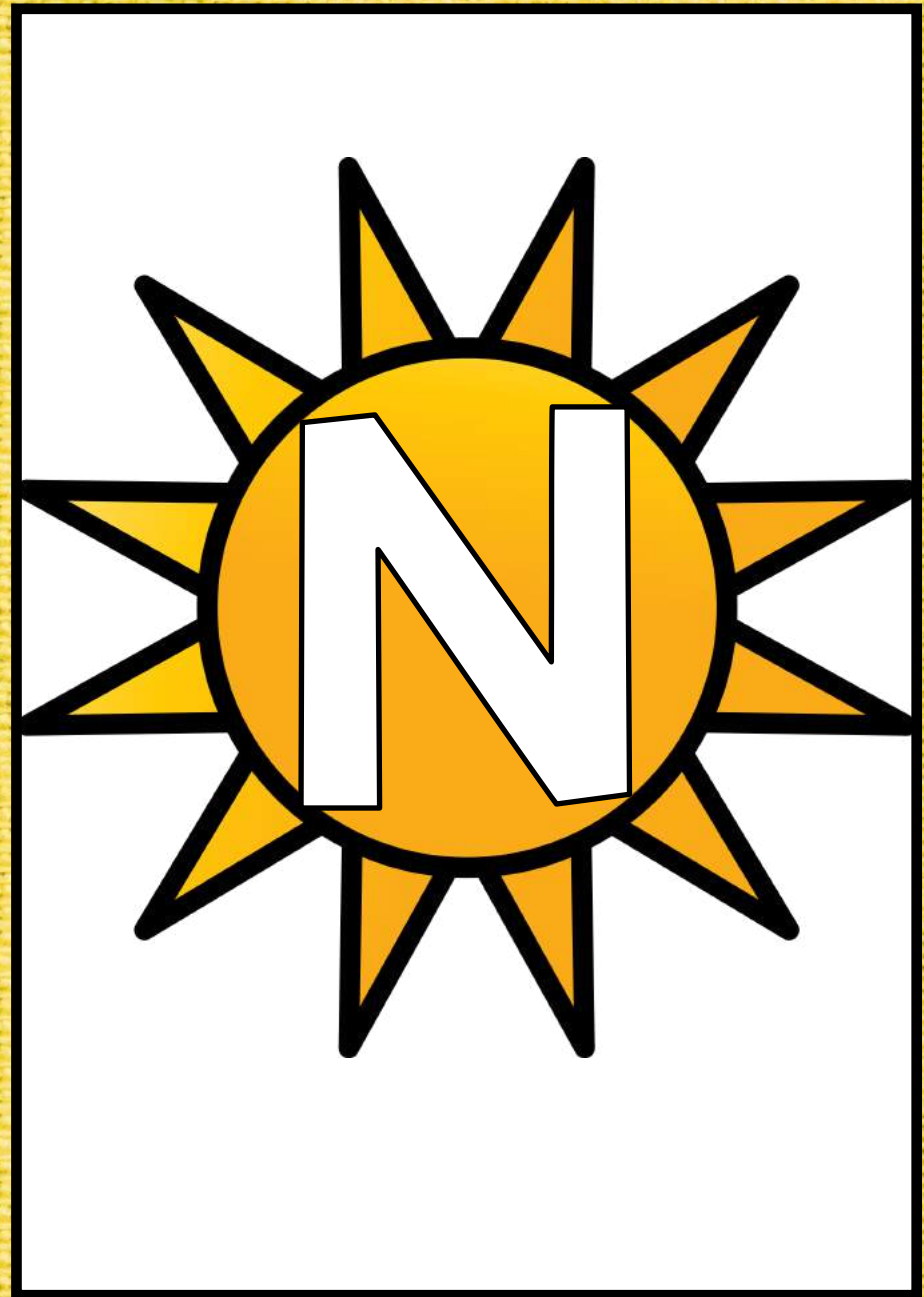
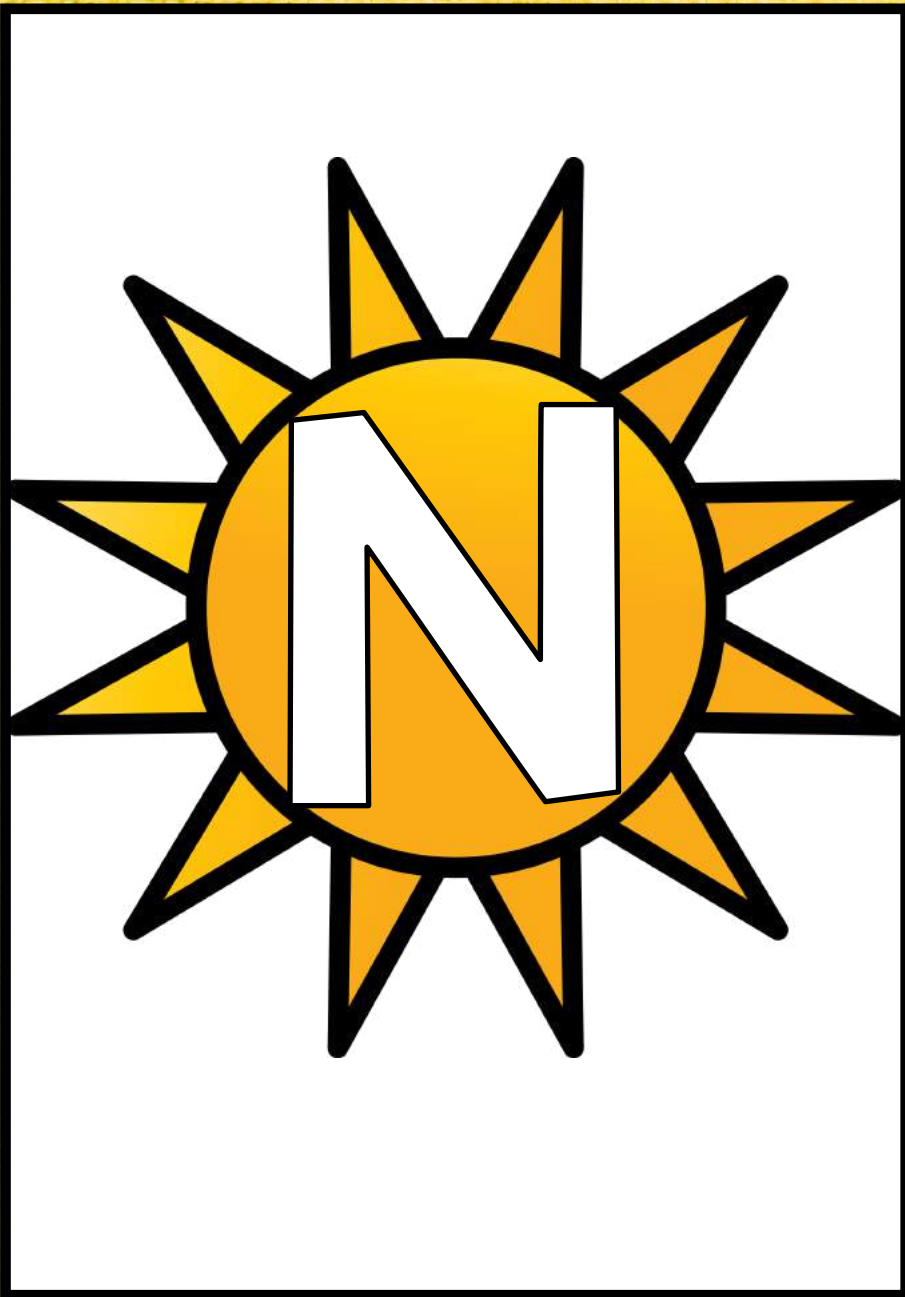
**S-U-N-N-Y**

**S-U-N-N-Y**

The weather is sunny!





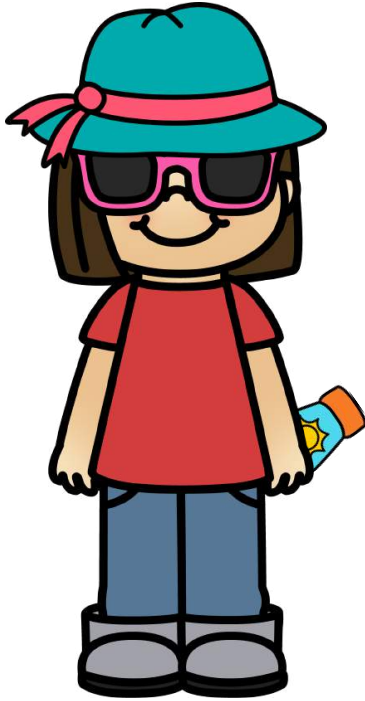




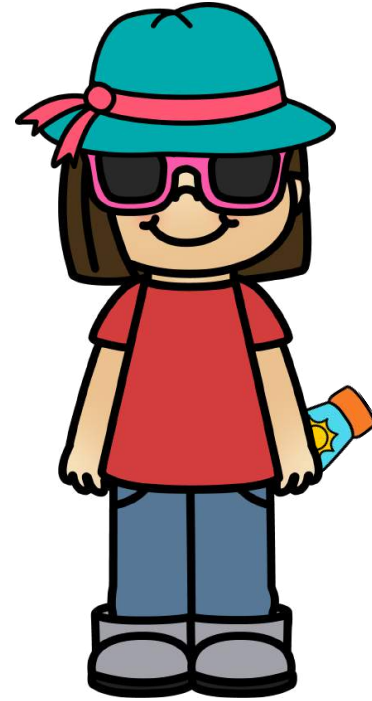
bright!



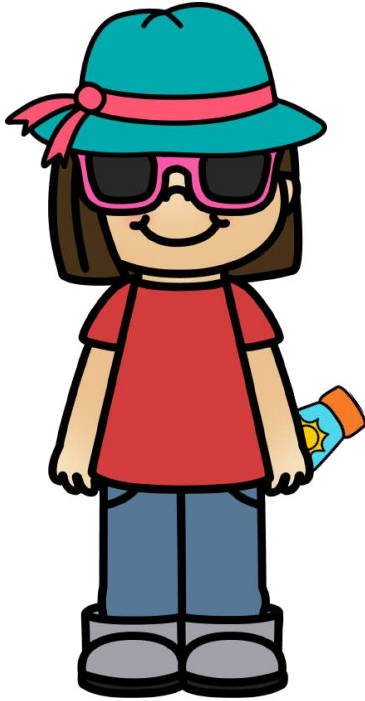
bright!



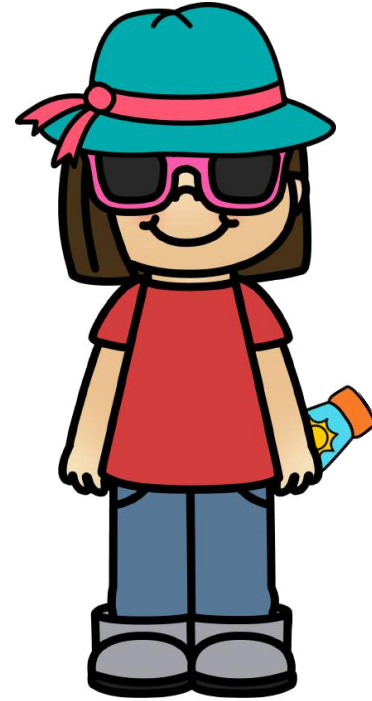
bright!



bright!

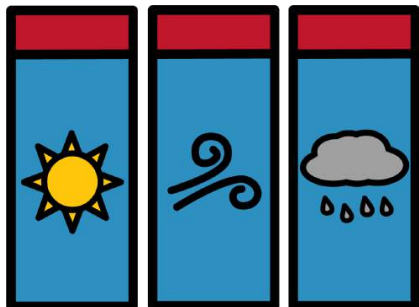


bright!



# I See the Weather

Concept of Word



I see the sun.

I see the rain.

I see the lightning.

I see the clouds.

I see the tornado.

I see the snow.

I do not see the wind.

I see the weather!



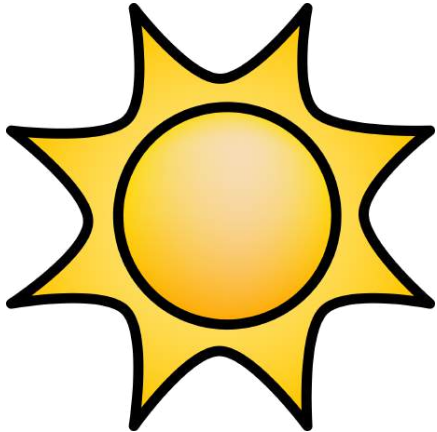
# I See the Weather!



I see the



SUN.



I see the



rain.



I see the



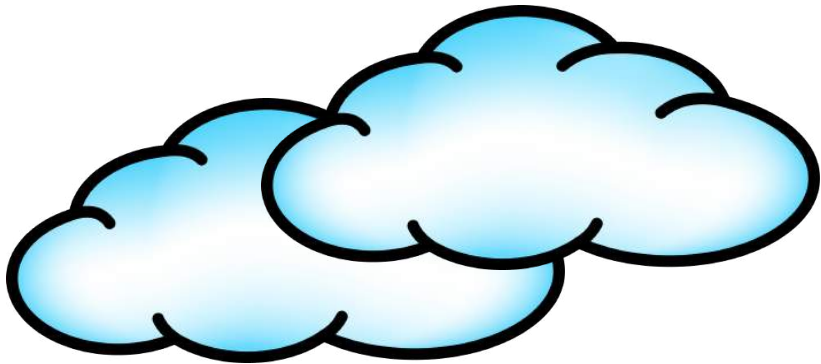
lightning.



I see the

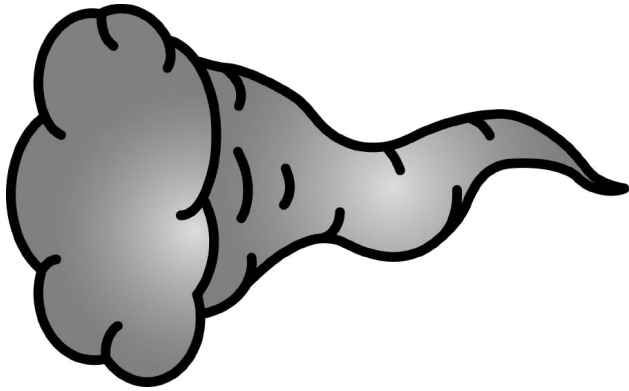


clouds.



I see the

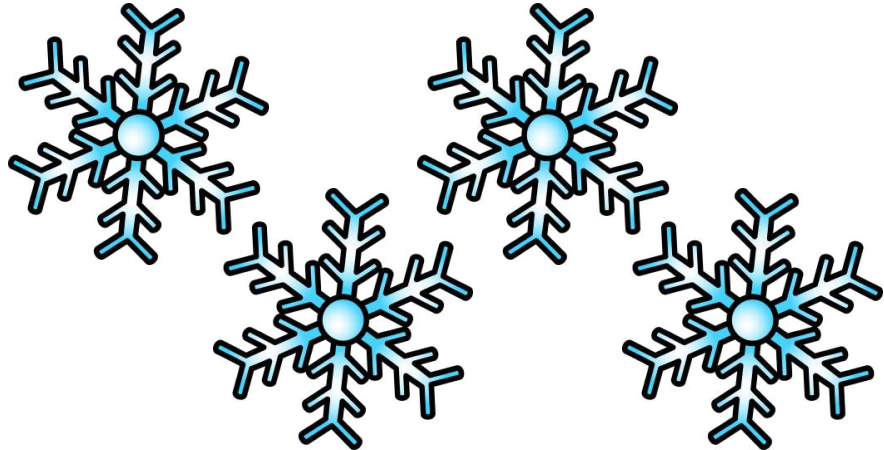
tornado.



I see the



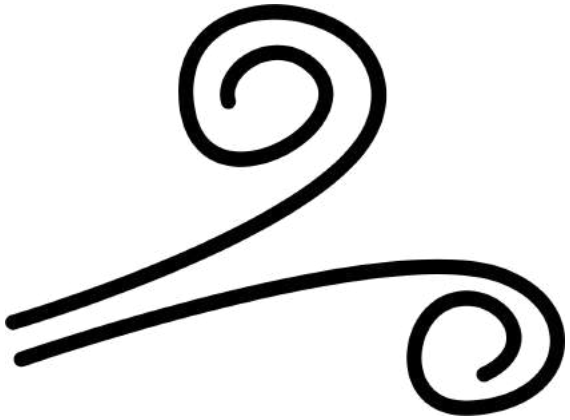
snow.



I do not see



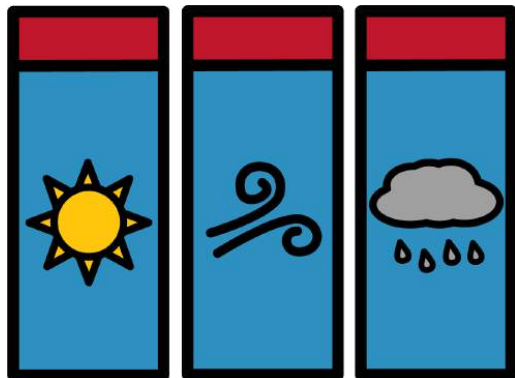
the wind.



I see the



weather!



# Clouds

## Look for the Shapes

When moist, warm air rises, it cools forming little water droplets called clouds.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions and demonstrate basic locomotor skills.
- The students will express themselves using words and sentences.

### Activities:

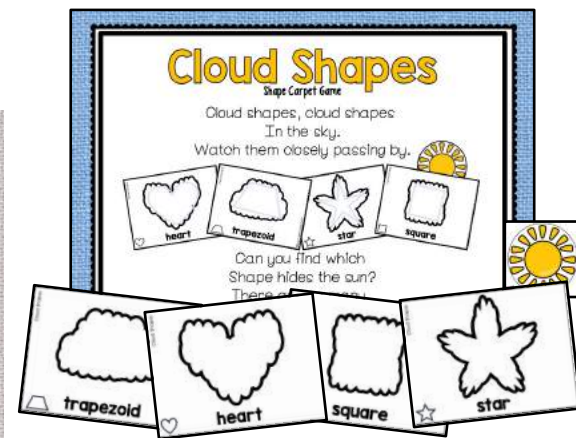
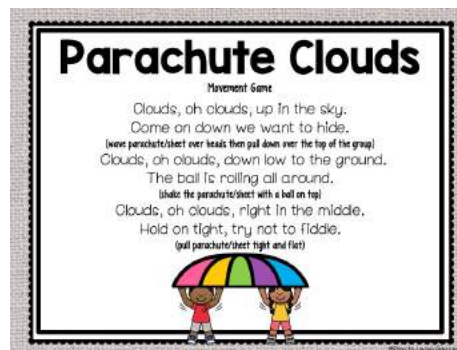
1. Show the students the real pictures of clouds. If your classroom has a window, have the students look outside and for any similar clouds. If possible go outside, lay on the ground and look at the clouds. Ask the students what they see.
2. Use a parachute or large sheet to play a locomotor game by following the directions on the “Parachute Clouds” poem.
3. Play the Clouds carpet game.



**Extension Idea:** Make cloud dough (with the recipe linked to the right) and use it in a sensory center with cookie cutters. Students can make their own cloud shapes.



<https://playtolearnpreschool.us/cloud-dough/>





**Cumulus clouds look like  
puffs of cotton in the sky.**



**Cirrus clouds are thin and wispy like a horse's tail.**



**Stratus clouds stretch out and are low and flat. They look like a gray blanket.**



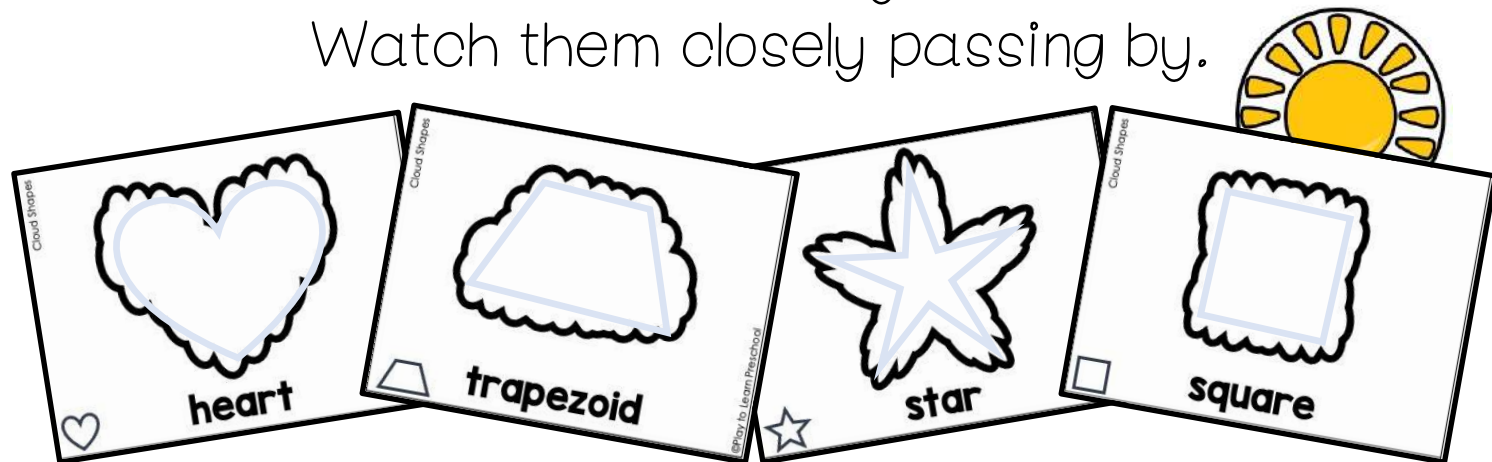
**Nimbus clouds are dark, gray, and thick enough to block out the sun. They make rain.**

# Cloud Shapes

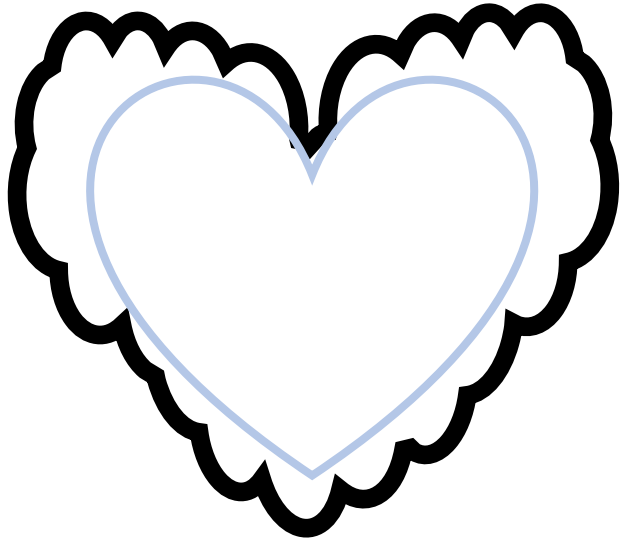
## Shape Carpet Game

Cloud shapes, cloud shapes  
In the sky.

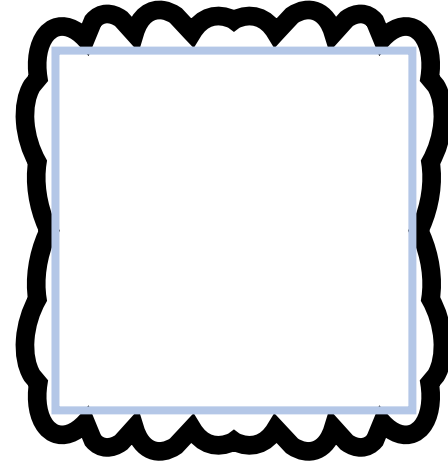
Watch them closely passing by.



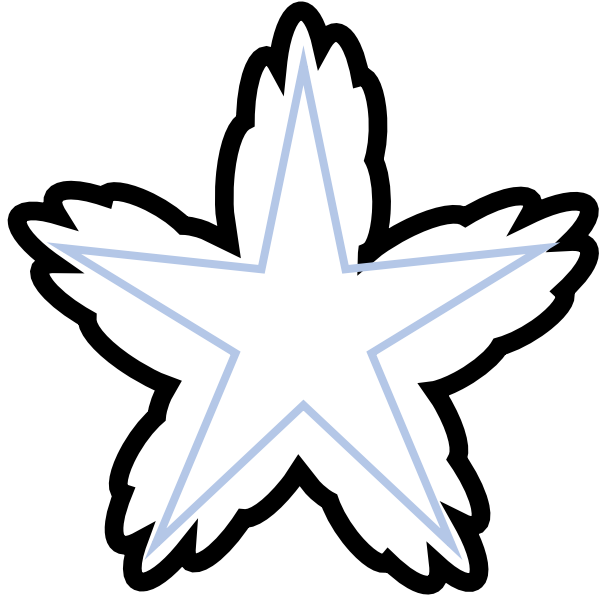
Can you find which  
Shape hides the sun?  
There are so many,  
But just pick one.



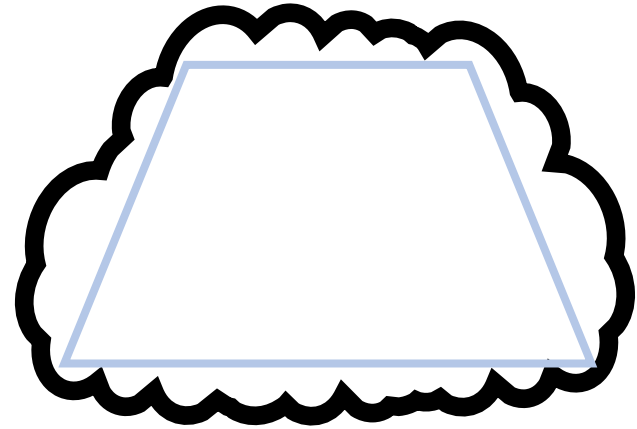
**heart**



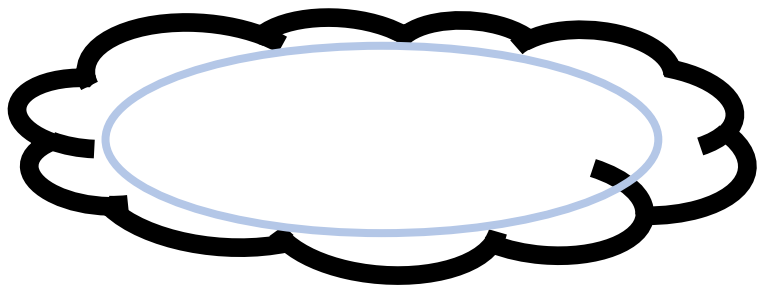
**square**



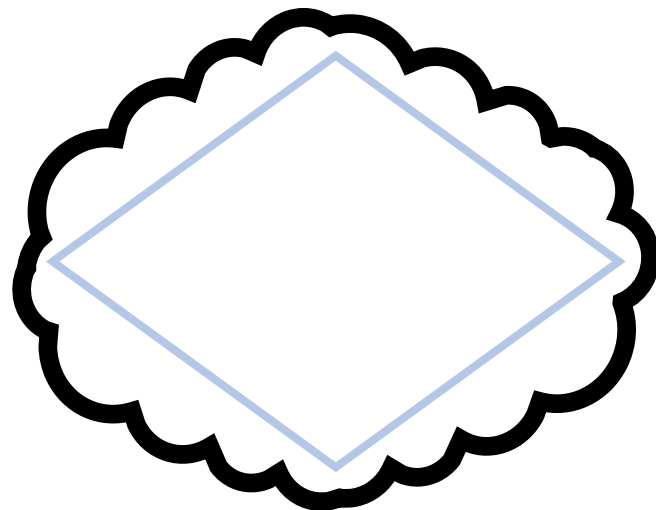
**star**



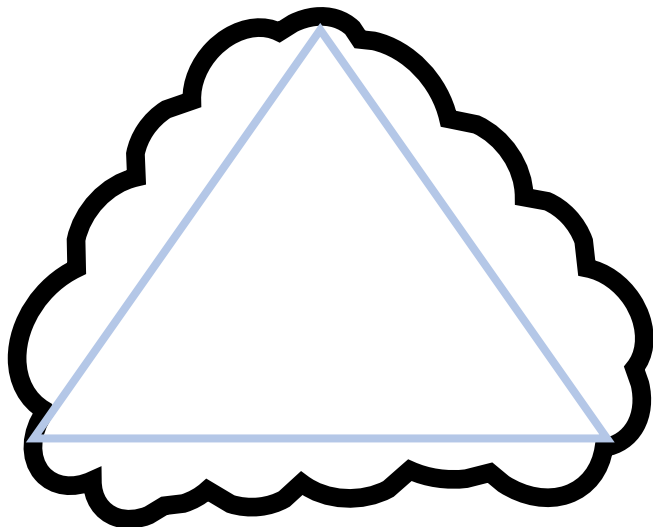
**trapezoid**



**oval**



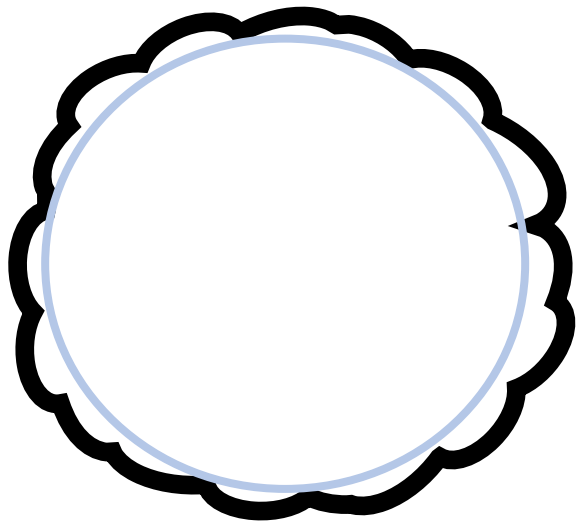
**diamond**



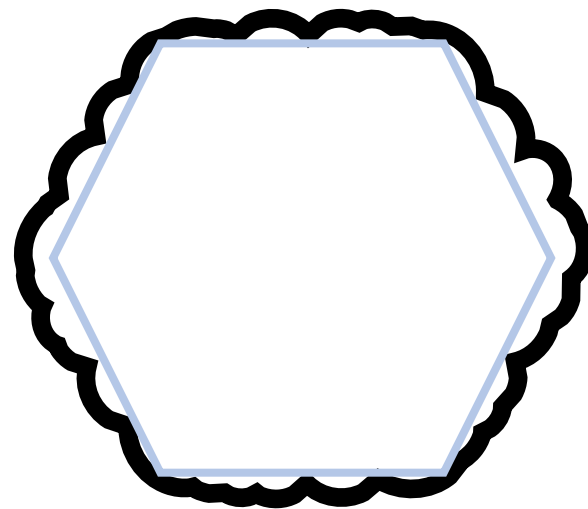
**triangle**



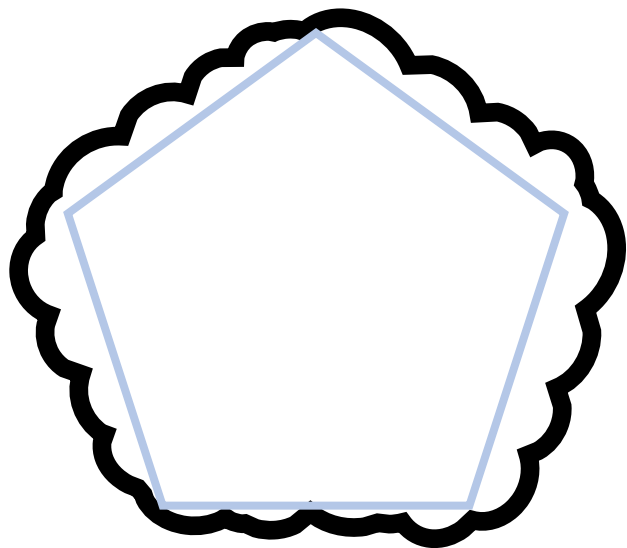
**rectangle**



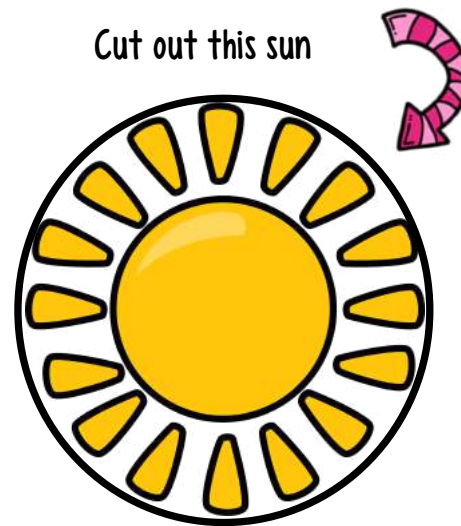
**circle**



**hexagon**



**pentagon**



# Parachute Clouds

## Movement Game

Clouds, oh clouds, up in the sky.  
Come on down we want to hide.

**(wave parachute/sheet over heads then pull down over the top of the group)**

Clouds, oh clouds, down low to the ground.

The ball is rolling all around.

**(shake the parachute/sheet with a ball on top)**

Clouds, oh clouds, right in the middle.

Hold on tight, try not to fiddle.

**(pull parachute/sheet tight and flat)**



# Rain & the Water Cycle

Where Does the Water Go?

Day 4  
Lesson  
Plans

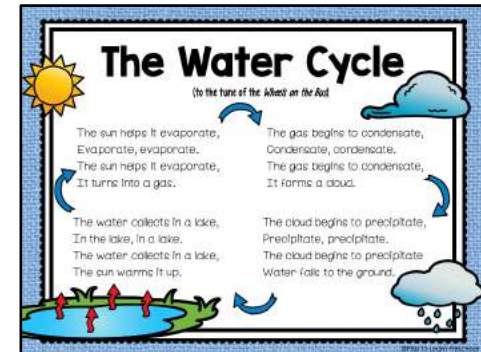
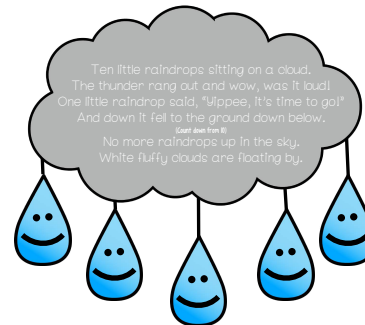
The water cycle is the movement of water between the land and the air. It happens when rain falls from clouds to the ground. The rain evaporates into the clouds and condenses back into rain.

## Objectives:

- The students will use new vocabulary.
- The students will follow oral directions.
- The students will rote count.

## Activities:

1. Show the real pictures and start a discussion with the students by asking if anyone has been outside while it is raining.
2. Sing the "Water Cycle" song and use the cards to show what's next.
3. Explain the importance of drinking water by singing the "Drink Some Water" song.
4. Recite the "10 Little Rain Drops" counting poem.



### 10 Little Raindrops

A Counting Poem

Ten little raindrops  
Sitting on a cloud.  
The thunder rang out  
And boy, was it loud!  
One little raindrop said,  
"Yippee, it's time to go!"  
And down it fell to the  
ground down below.  
(Count down from 10)  
No more raindrops up in the sky.  
White fluffy clouds are floating by.

### Drink Some Water

To the tune of "Do You Know the Puffin Man?"

Do you know what I should do?  
What I should do, what I should do,  
Do you know what I should do,  
When I get too hot?  
I should drink some water,  
Some water, some water.  
I should drink some water,  
When I get too hot!

Repeat the verses with:

- a sentence
- an object
- an imaginary friend
- a play object

### Extension Idea:

Learn ASL for the word "water". Form your right hand into the letter "W." Tap the index finger to your mouth twice.



<https://playtolearnpreschool.us/rain-art/>

**Rain falls to the ground and fills up streams, rivers, and lakes. Rain provides water to humans, plants, and animals.**

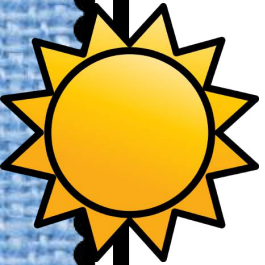




**Rain collects in puddles that go back up to the sky during evaporation.**

# The Water Cycle

to the tune of the "Wheels on the Bus"



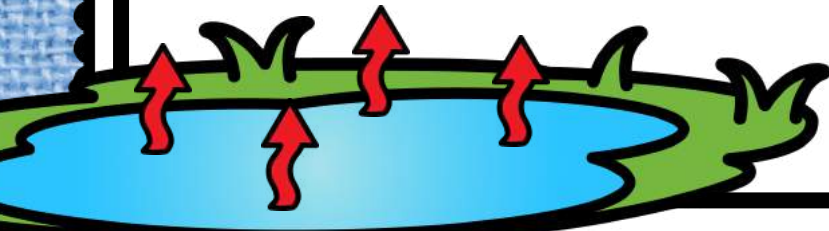
The sun helps it evaporate,  
Evaporate, evaporate.

The sun helps it evaporate,  
It turns into a gas.



The water collects in a lake,  
In the lake, in a lake.

The water collects in a lake,  
The sun warms it up.



The gas begins to condensate,  
Condensate, condensate.

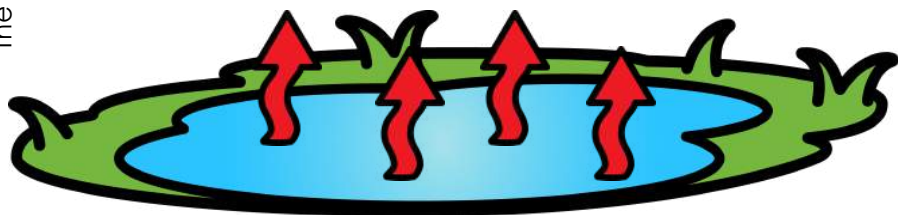
The gas begins to condensate,  
It forms a cloud.



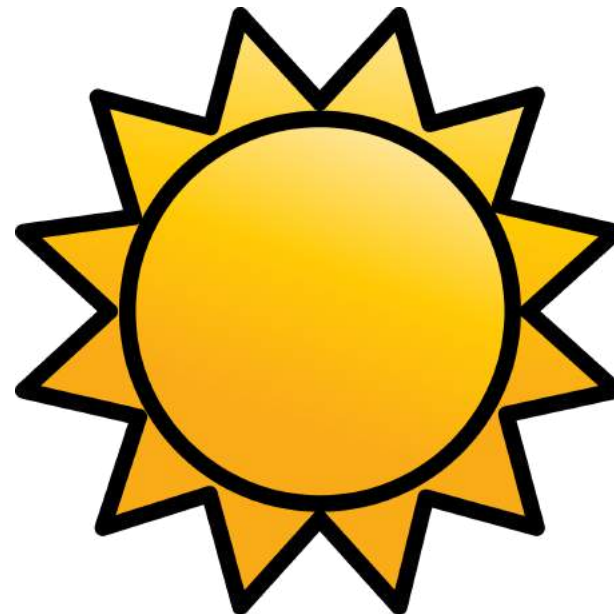
The cloud begins to precipitate,  
Precipitate, precipitate.

The cloud begins to precipitate  
Water falls to the ground.

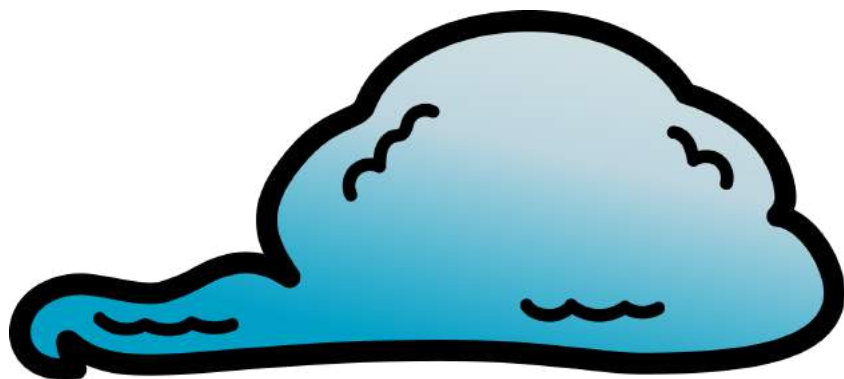




Rain water collects  
in a lake.



The sun helps it evaporate.



The gas begins  
to condensate.



The cloud begins  
to precipitate.

# Drink Some Water

To the tune of "Do You Know the Muffin Man?"

Do you know what I should do?  
What I should do, what I should do.

Do you know what I should do,  
When I get too hot?

I should drink some water,  
Some water, some water.  
I should drink some water,  
When I get too hot!



Repeat the verses with:

- exercise
- am thirsty
- eat my lunch
- am upset
- play a sport



get too hot



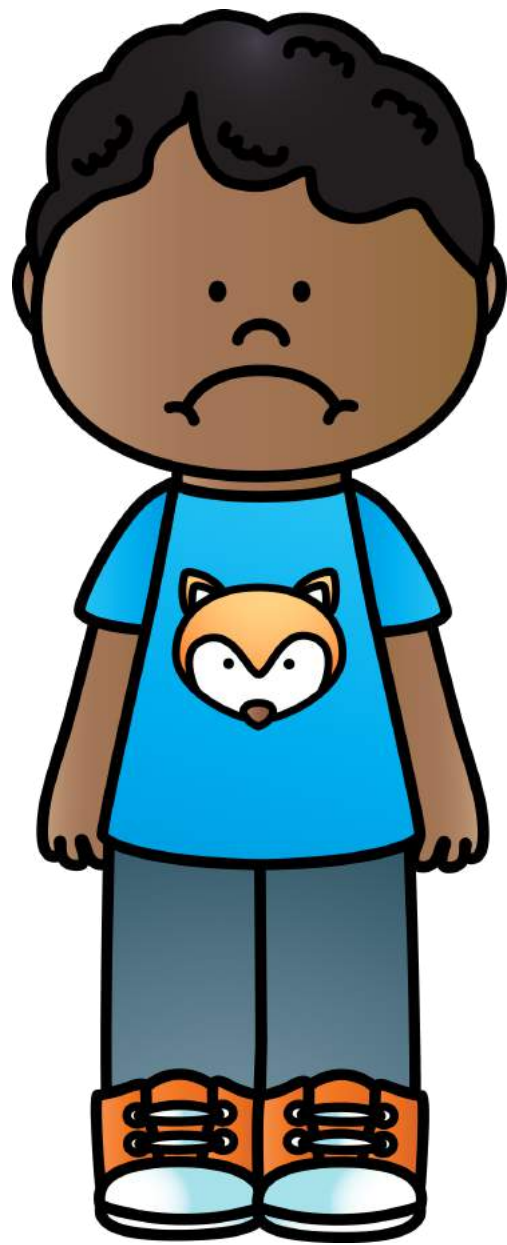
exercise



am thirsty



eat my lunch



am upset



play a sport

# 10 Little Raindrops

A Counting Poem



Ten little raindrops  
Sitting on a cloud.  
The thunder rang out  
And wow, was it loud!  
One little raindrop said,  
“Yippee, it’s time to go!”  
And down it fell to the  
ground down below.

(Count down from 10)

No more raindrops up in the sky.  
White fluffy clouds are floating by.



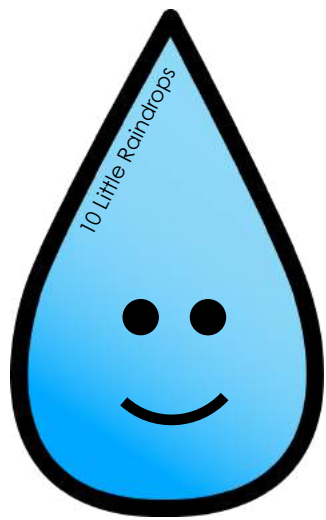
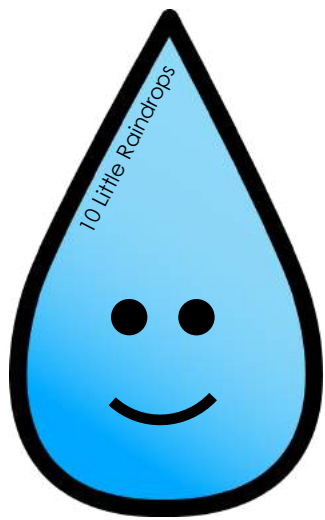
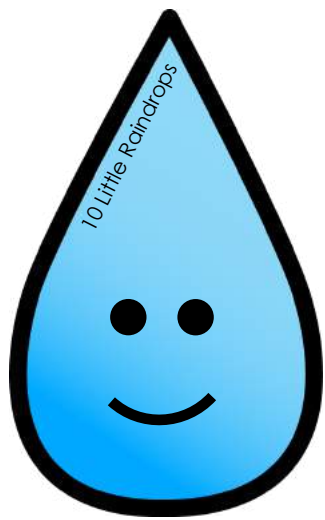
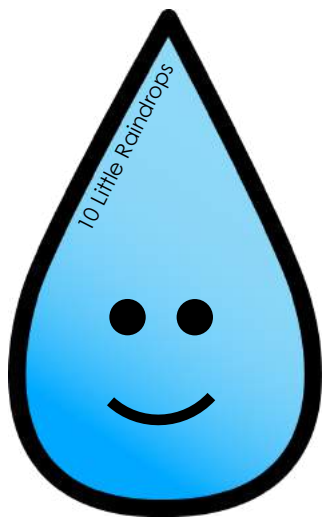
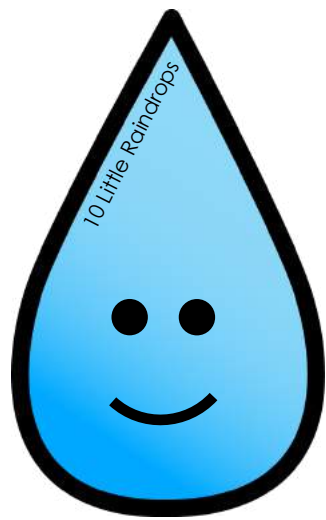
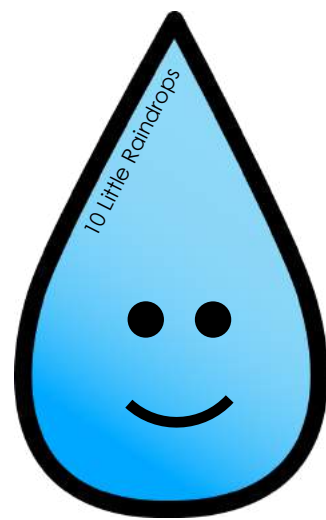
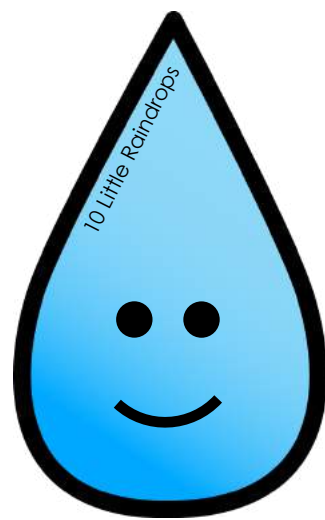
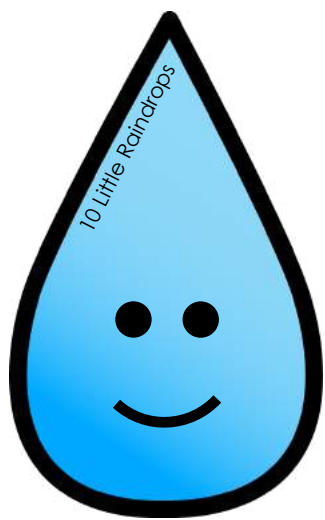
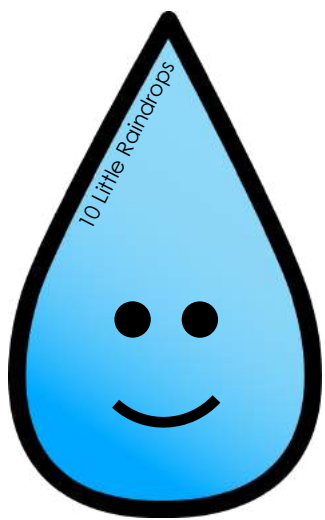
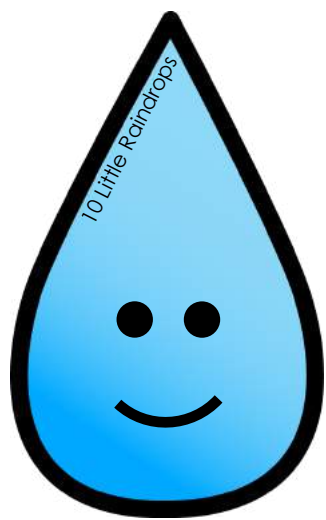
Ten little raindrops sitting on a cloud.  
The thunder rang out and wow, was it loud!  
One little raindrop said, "Yippee, it's time to go!"  
And down it fell to the ground down below.

(Count down from 10)

No more raindrops up in the sky.  
White fluffy clouds are floating by.

10 Little Raindrops

@Play to Learn Preschool



# Wind

## Moving With the Wind!

Wind is air that moves along the Earth's surface. It can be gentle like a breeze or fast like a tornado or hurricane.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate basic locomotor skills. (running, jumping, hopping, etc.)

### Activities:

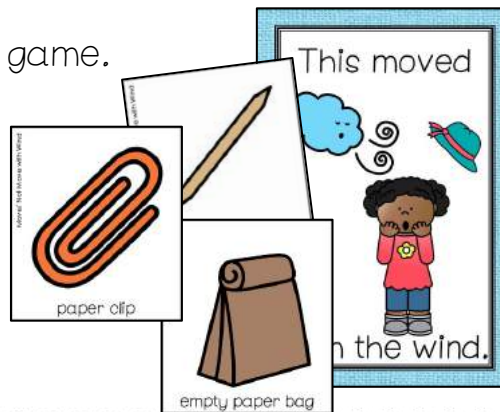
1. Show the real pictures of things being moved by the wind. Ask the students if they can see wind.
2. Play the Moved/Not Moved sort. First, predict what will move by putting the cards on a pocked chart under their heading. Collect the objects on a pocket chart under appropriate heading. Next, collect the objects on the cards and test each one. Use a motorized fan or paper fan to mimic the wind.
3. Play the Wind Spinner action game.



A wind turbine uses air, or wind, to make e



You can blow air from your mouth to make a pinwheel move.



**Extension Idea:** Place a pinwheel outside where the students can see from the classroom. Keep a daily chart to record if there was wind that day.

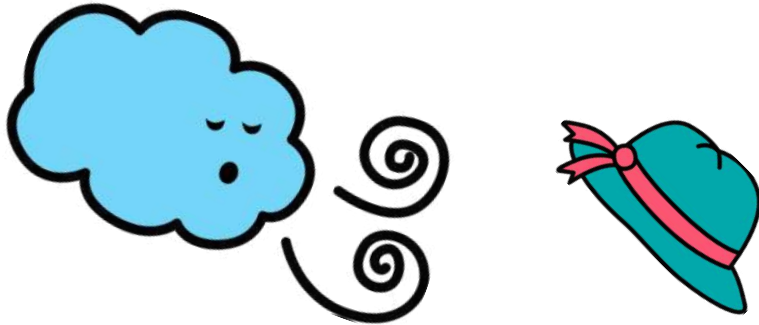


**You can blow air from your mouth to make a pinwheel move.**



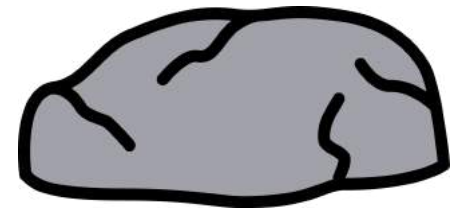
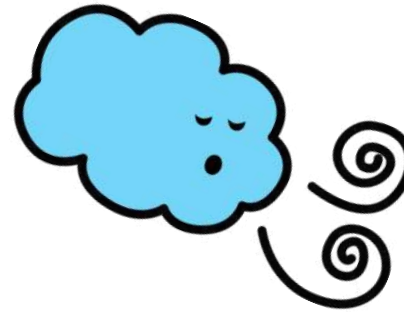
**A wind turbine uses moving air, or wind, to make electricity.**

This moved



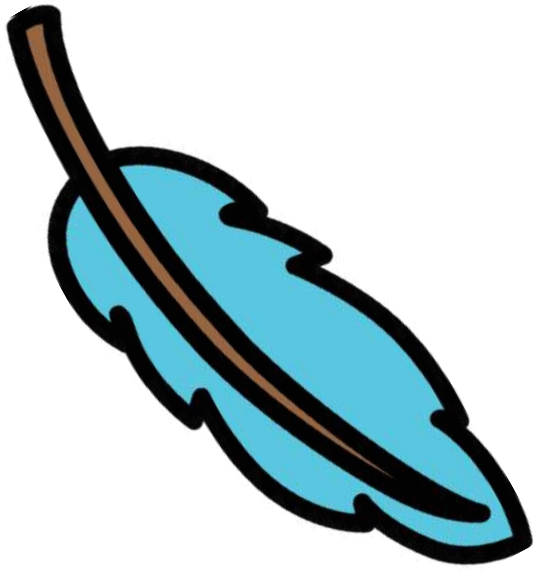
with the wind.

This did  
**not** move



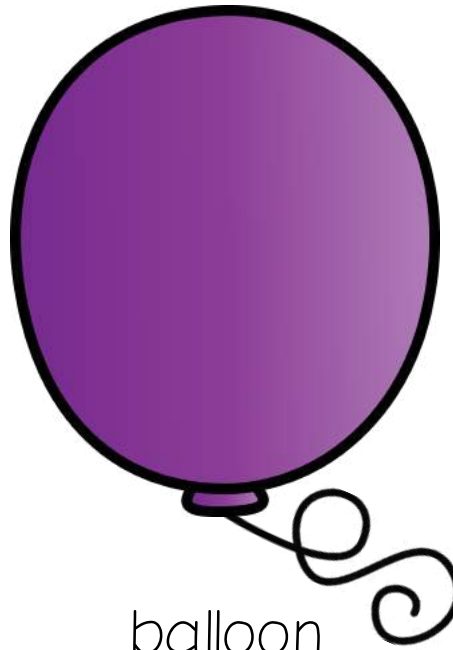
with the wind.

Move/ Not Move with Wind



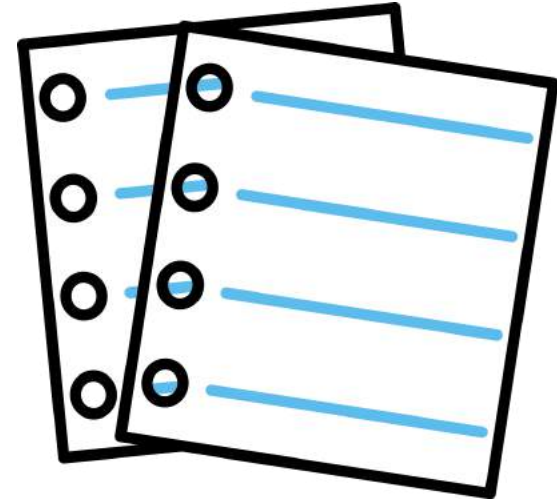
feather

Move/ Not Move with Wind



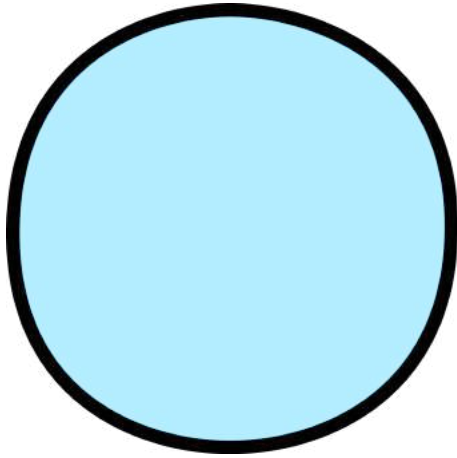
balloon

Move/ Not Move with Wind



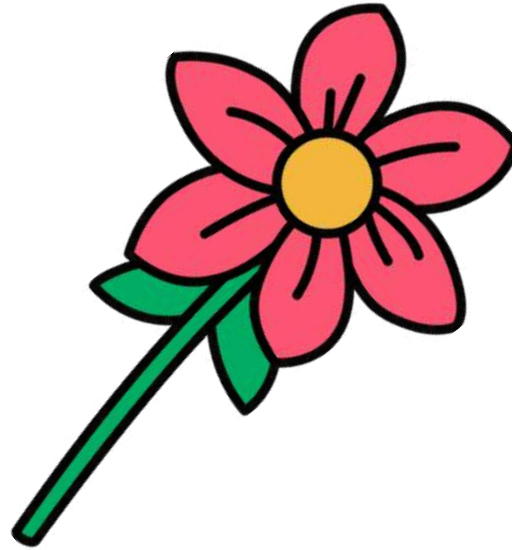
paper

Move/ Not Move with Wind



bubble

Move/ Not Move with Wind



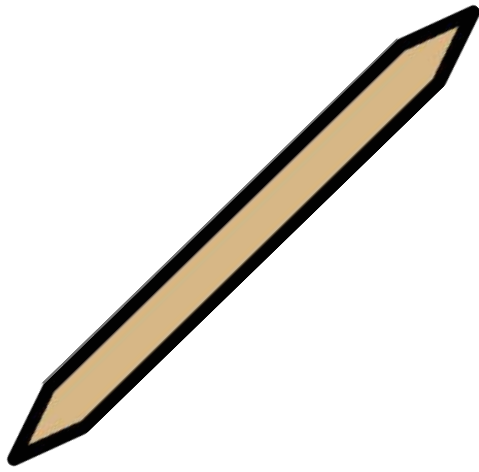
flower

Move/ Not Move with Wind



bow

Move/ Not Move with Wind



tooth pick

Move/ Not Move with Wind



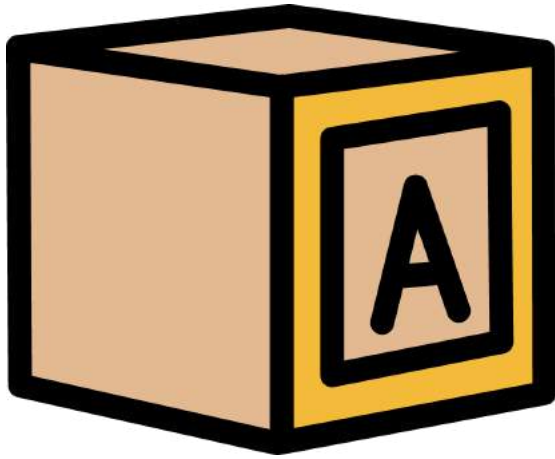
paper clip

Move/ Not Move with Wind



empty paper bag

Move/ Not Move with Wind



block

Move/ Not Move with Wind



scissors

Move/ Not Move with Wind



shoe

Move/ Not Move with Wind



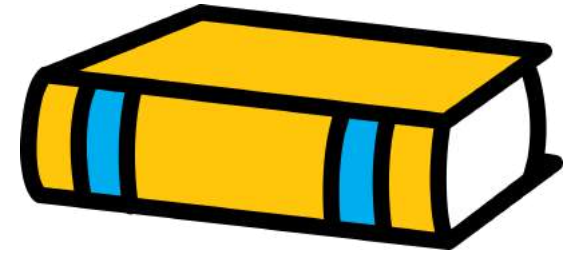
toy truck

Move/ Not Move with Wind



teddy bear

Move/ Not Move with Wind



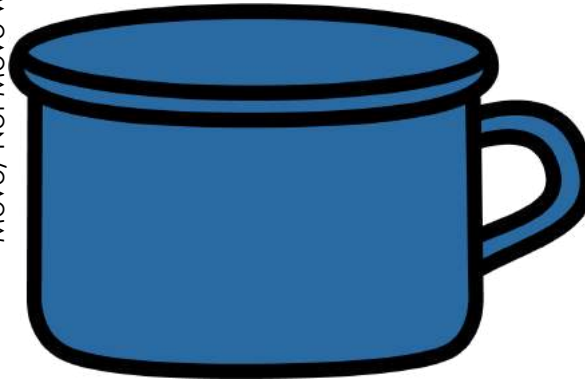
book

Move/ Not Move with Wind



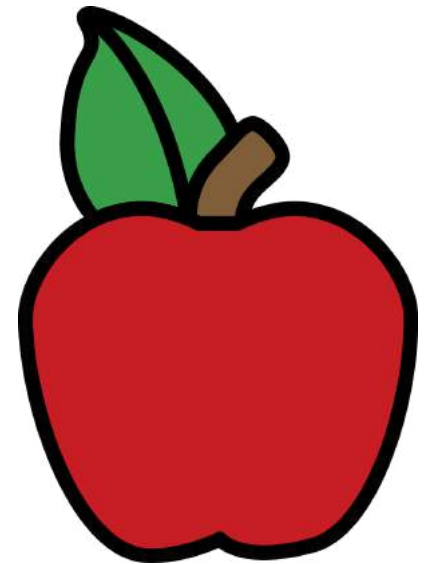
glue bottle

Move/ Not Move with Wind



cup

Move/ Not Move with Wind



apple

# Windy Spinner

Action Spinner Game

Wind, wind, blow this way!  
Pick us up and take us away.

'Round and round,

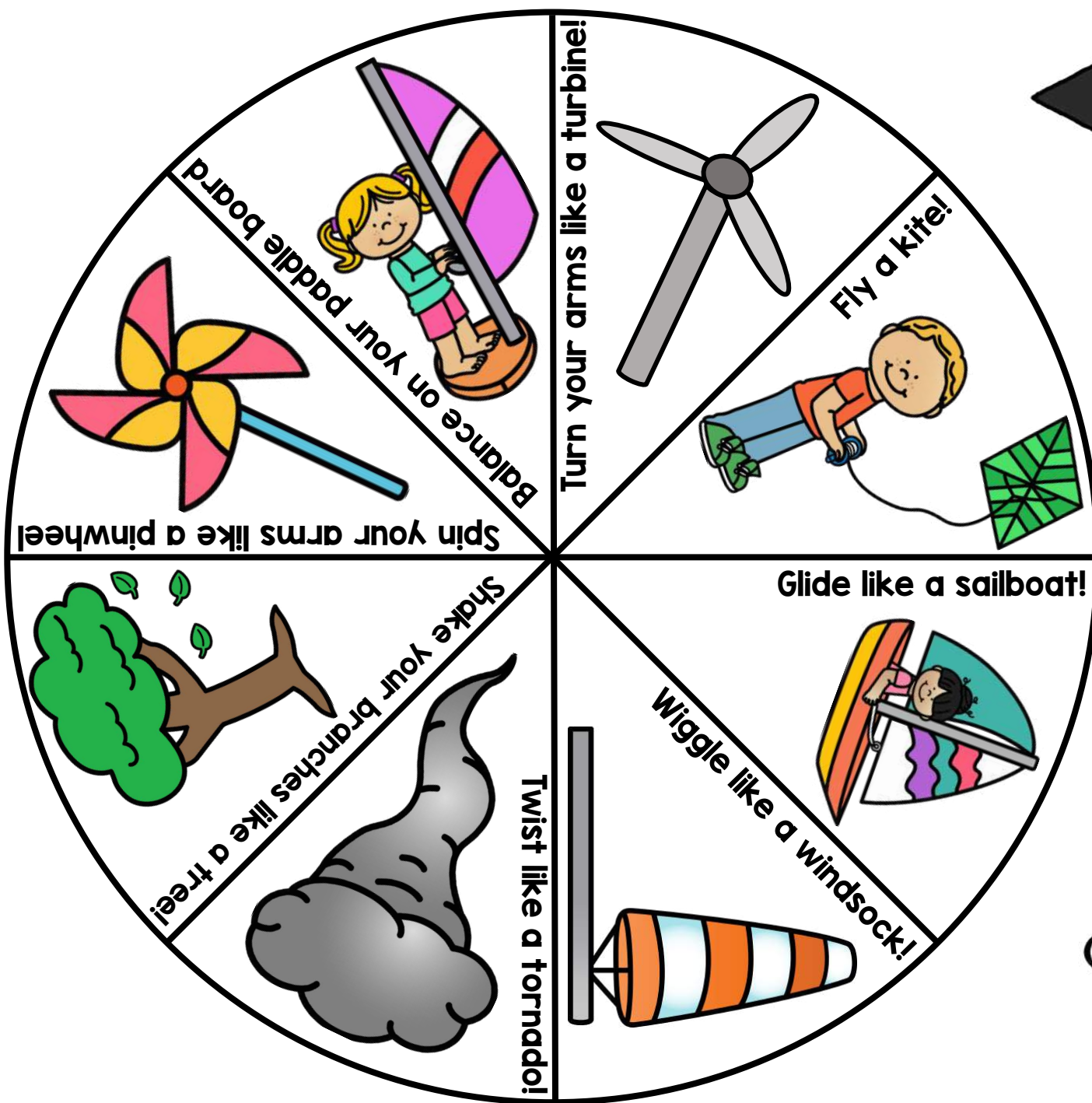
Up and down,

Straight ahead,

Back down to the ground.

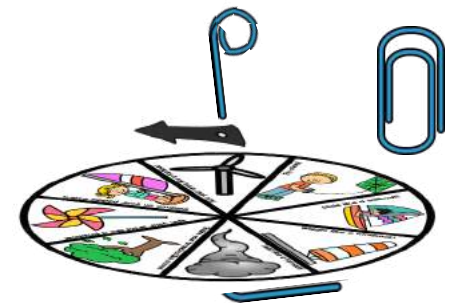
(Student turns the spinner and acts out the motion.)





Print the spinner on heavy cardstock or back to cardboard. Make and assemble the "action spinner."

Open up a paper clip, push one end through the arrow and then the spinner. Fold the end of the paperclip down the back and secure with tape. Twist the other end to ensure the arrow does not fall off. (see diagram below)



# Tornado

## Twisty Storm!

Day 6  
lesson  
plans

Tornadoes are rotating columns of air that touch the ground below and the storm clouds above. They can cause a lot of destruction and are dangerous. If the weather person reports a tornado, seek shelter inside, away from windows immediately.

### Objectives:

- The students will actively participate in conversations.
- The students will demonstrate basic locomotor skills. (running, jumping, hopping, etc.)
- The students will sort objects by property. (size, shape, color, use)

### Activities:

1. Look at the picture of the tornado. Tornadoes pick up things in their path with their high wind. People should always seek shelter in a safe place without windows if a tornado has been seen close by.
2. Sing the “Tornado Twisty” action song. Use the picture cards to assist with each verse.
3. Bring a variety of objects to sort into two groups: “twisted” and “not twisted”. Picture cards are also included, if needed.



### Tornado Twisty

To the tune of “Hokey Pokey”

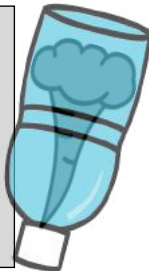
You put your hand in.  
You put your hand out.  
You put your hand in  
And you shake it all about.  
Do the Tornado Twisty  
And you turn yourself around.  
That’s what it’s all about!

Repeat the action with:

- FACE
- SHOULDER
- FOREARM
- CHEST/STOMACH
- ELBOW

Hand  
Foot  
Knee

**Extension Idea:** Fill a clean, plastic water bottle  $\frac{3}{4}$  full with water. Add in a few drops of dishwashing liquid and some glitter. Put the lid on tightly and glue in place. Turn the bottle upside down and swirl the bottle in a circular motion until you see a mini tornado forming.





**Tornadoes have very high winds.**

# Tornado Twisty

To the tune of "Hokey Pokey"

You put your hand in.  
You put your hand out.  
You put your hand in  
And you shake it all about.

Do the Tornado Twisty  
And you turn yourself around.

That's what it's all about!

Repeat the verses with:

- foot
- elbow
- head
- shoulder
- knee



Tornado Twisty



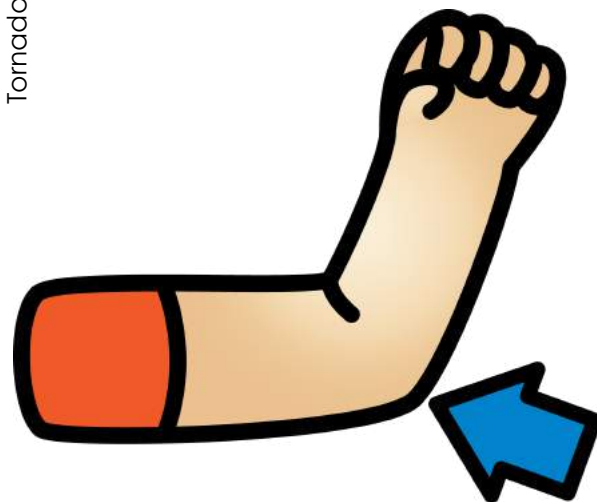
hand

Tornado Twisty



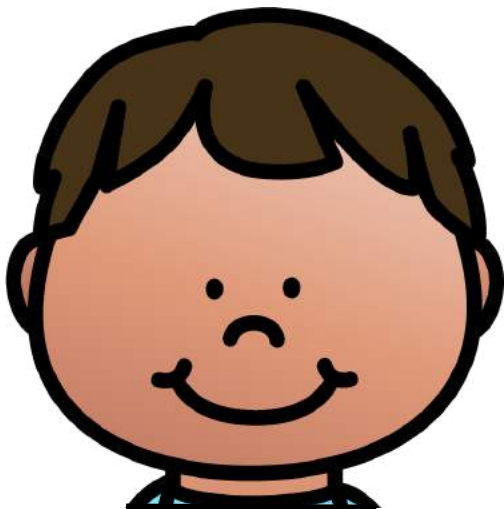
foot

Tornado Twisty



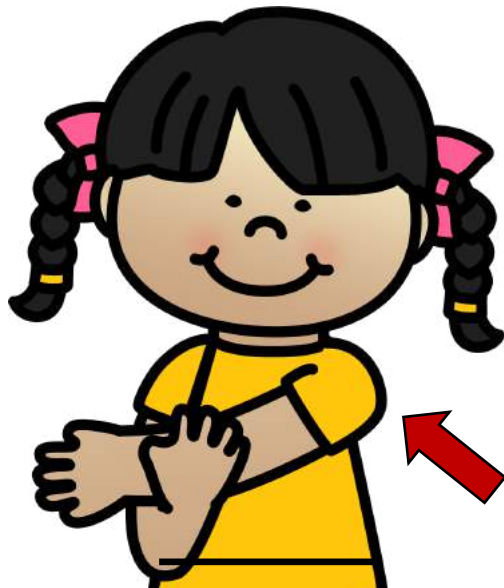
elbow

Tornado Twisty



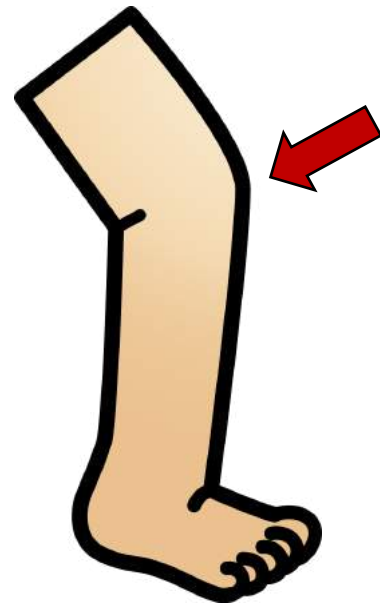
head

Tornado Twisty



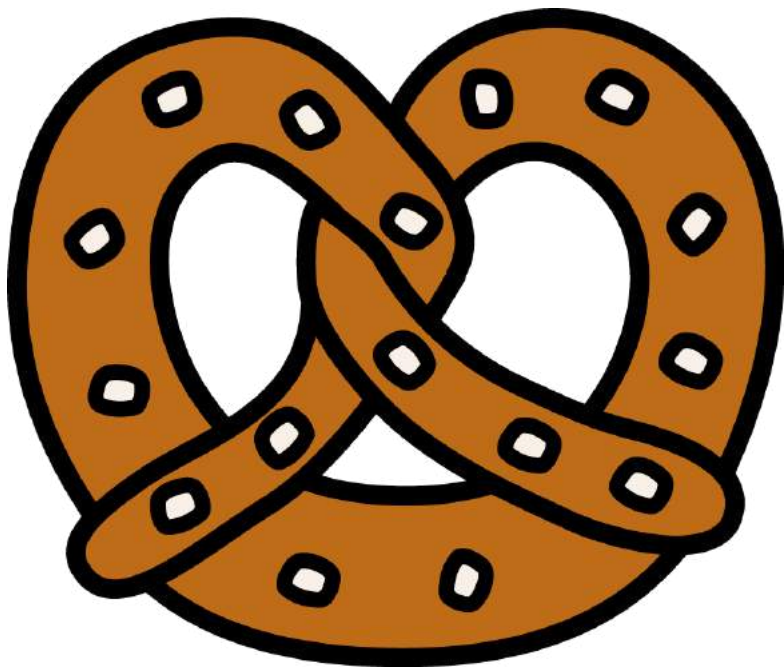
shoulder

Tornado Twisty



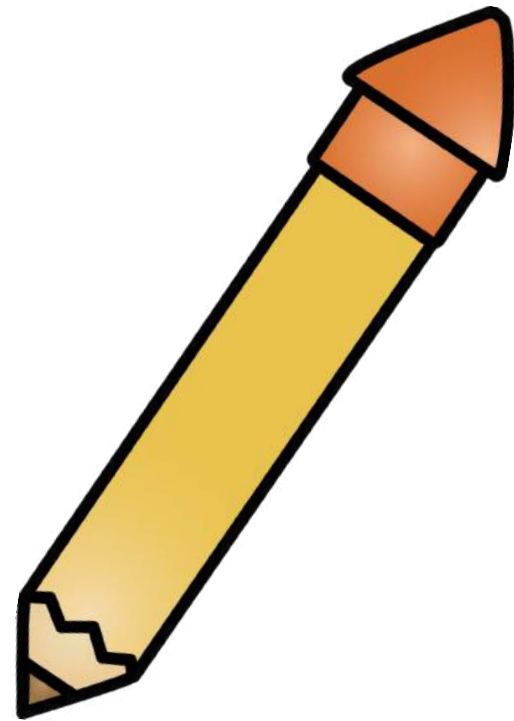
knee

These  
things are



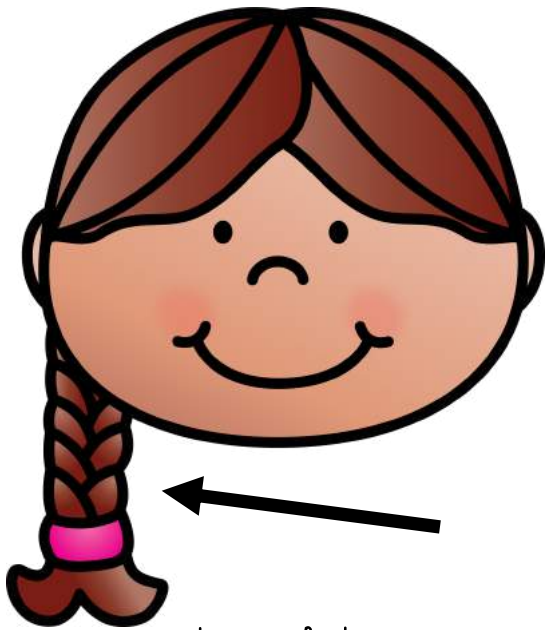
**Twisted**

These things  
are **NOT**



**Twisted**

Twisted/ Not Twisted Sort



braid

Twisted/ Not Twisted Sort



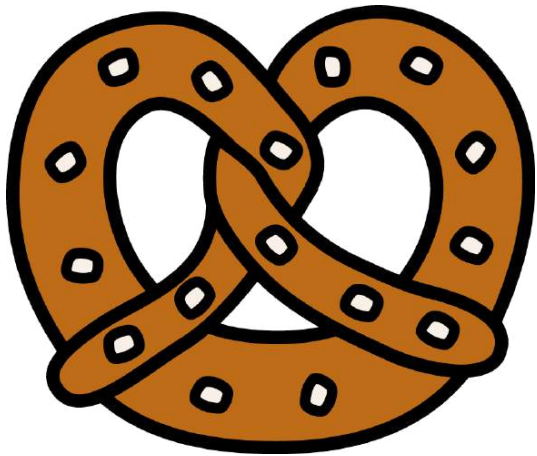
pasta

Twisted/ Not Twisted Sort



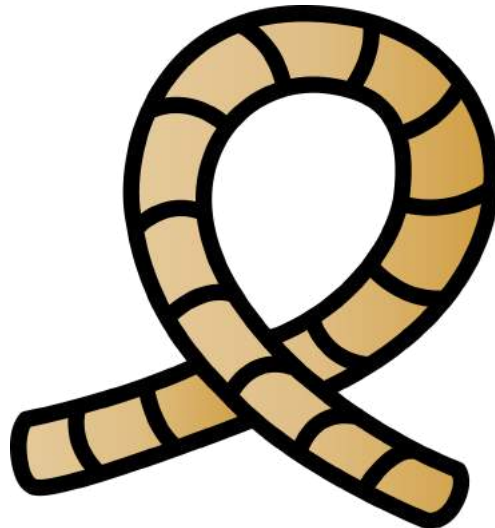
soft serve ice cream

Twisted/ Not Twisted Sort



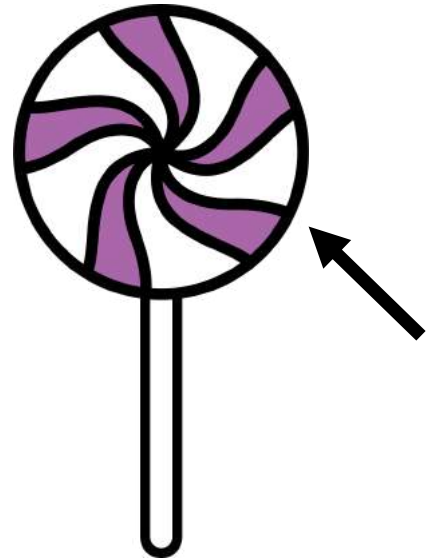
pretzel

Twisted/ Not Twisted Sort



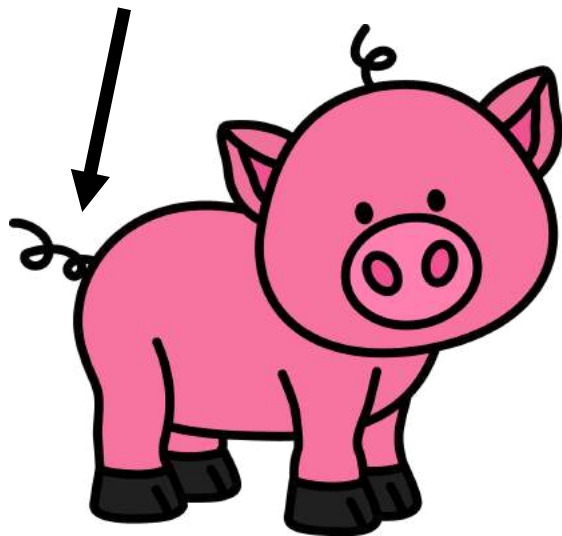
rope

Twisted/ Not Twisted Sort



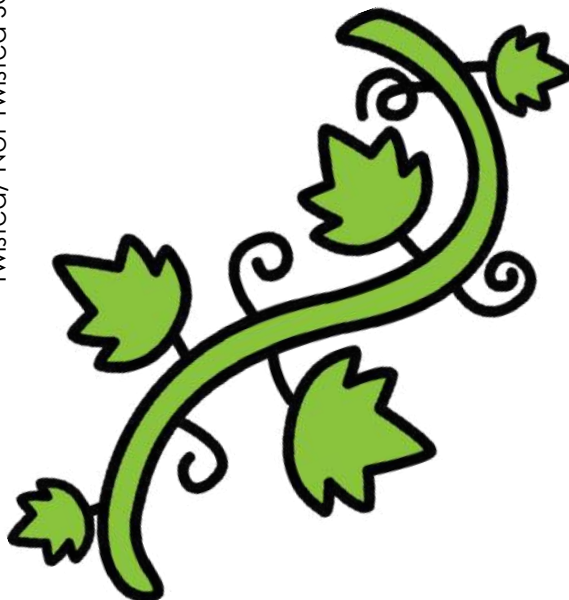
lollipop

Twisted/ Not Twisted Sort



pig tail

Twisted/ Not Twisted Sort



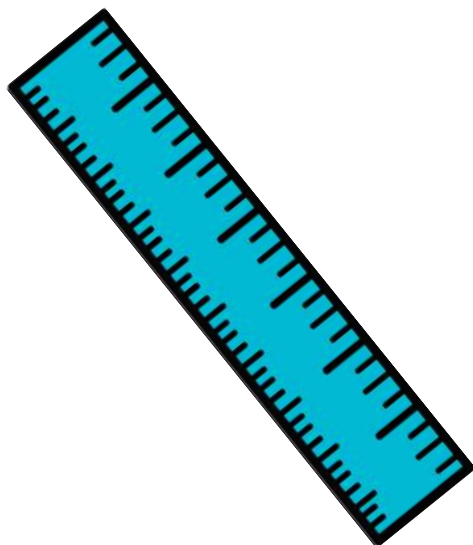
vine

Twisted/ Not Twisted Sort



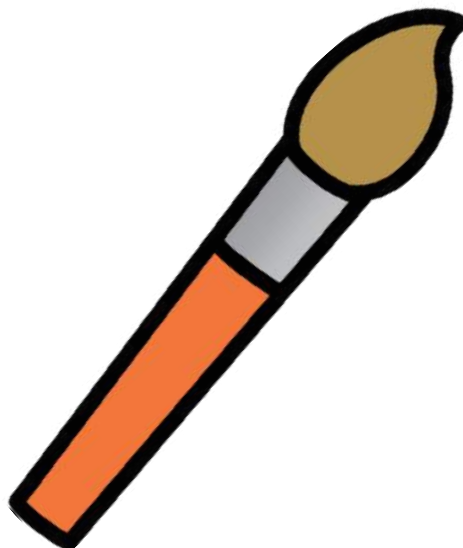
tornado

Twisted/ Not Twisted Sort



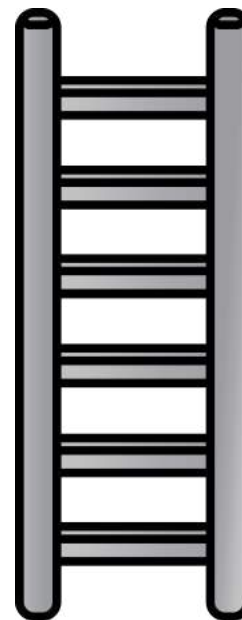
ruler

Twisted/ Not Twisted Sort



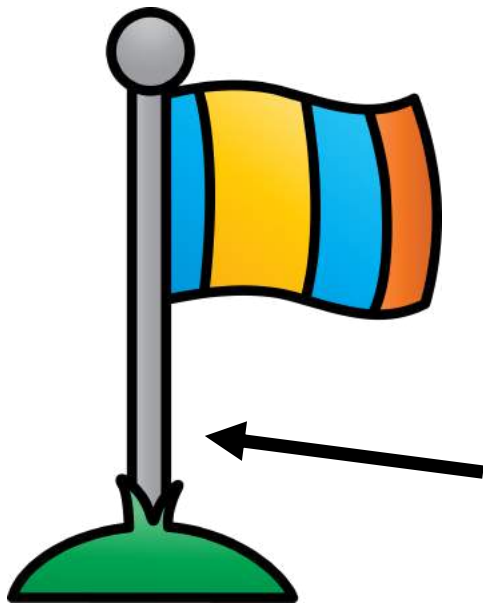
paint brush

Twisted/ Not Twisted Sort



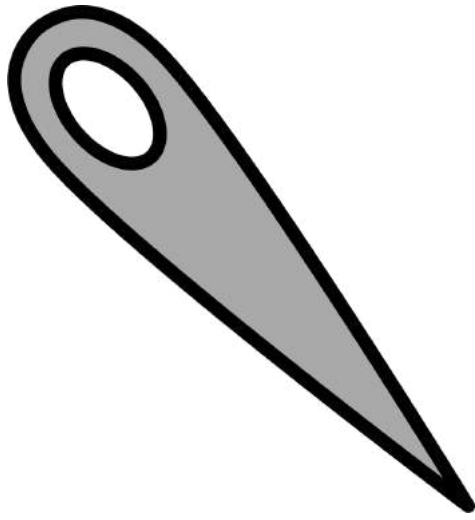
ladder

Twisted/ Not Twisted Sort



flag pole

Twisted/ Not Twisted Sort



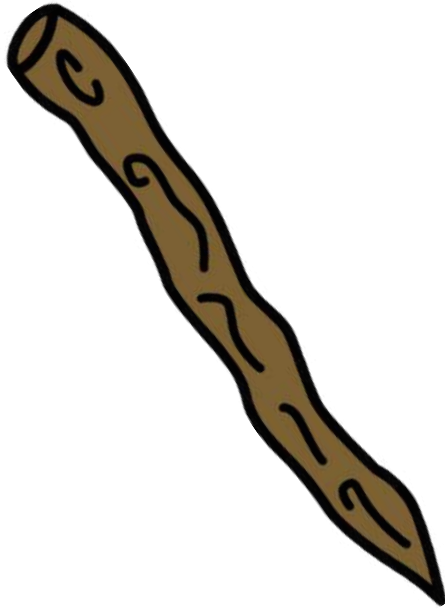
needle

Twisted/ Not Twisted Sort



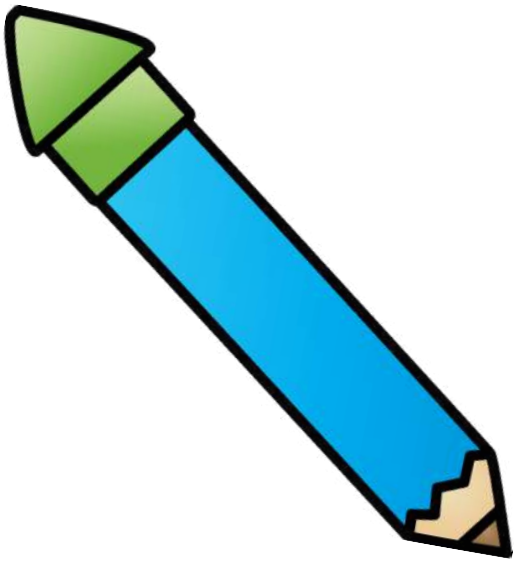
pen

Twisted/ Not Twisted Sort



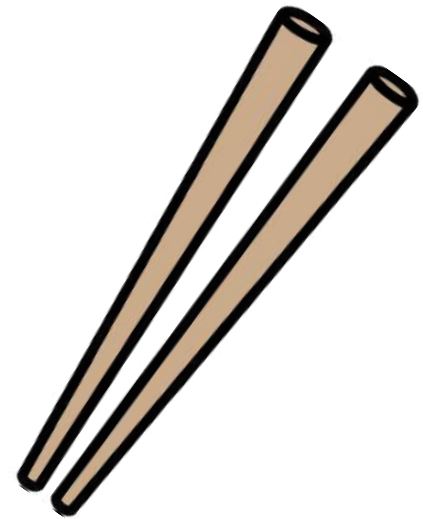
walking stick

Twisted/ Not Twisted Sort



pencil

Twisted/ Not Twisted Sort



chop sticks

# Hurricane

## A Big Storm!

Day 7  
Lesson  
Plans

Hurricanes are tropical storms that form over warm waters of the ocean. If they make it to land, they can cause a lot of damage with their wind and rain.

### Objectives:

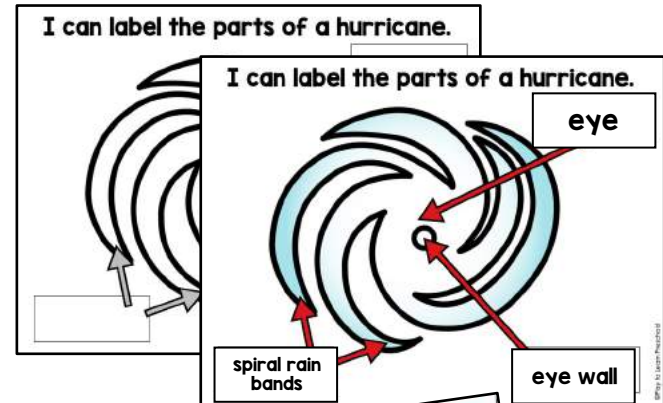
- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.
- The students will follow oral directions.



### Activities:

1. Show the real satellite picture of a hurricane. Ask the students what they think the green, blue, and white parts might be.
2. Point out the different parts of a hurricane. Label the picture of the hurricane.
3. Play "Eye Spy" using the prompt cards to help with colors.

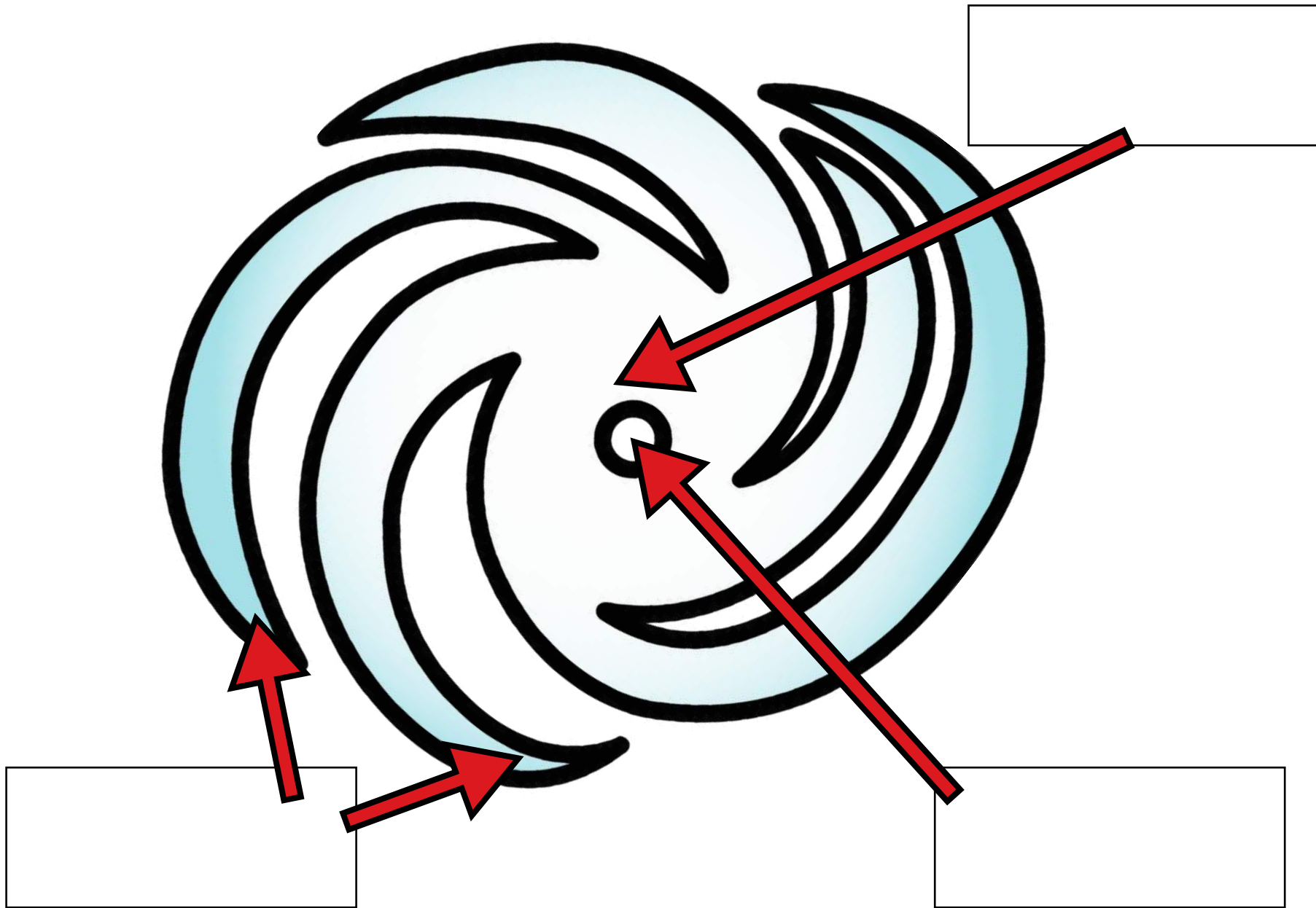
**Extension Idea:** Explain to the students that hurricanes are given names so scientists can keep track of them. Sing a name song with students during circle time.  
Teacher: Hurricane, hurricane, what's your name?  
Student: \_\_\_\_\_, \_\_\_\_\_, to school I came!  
Teacher: Hurricane, hurricane, what's your name?  
Next student: \_\_\_\_\_, \_\_\_\_\_, to school I came!



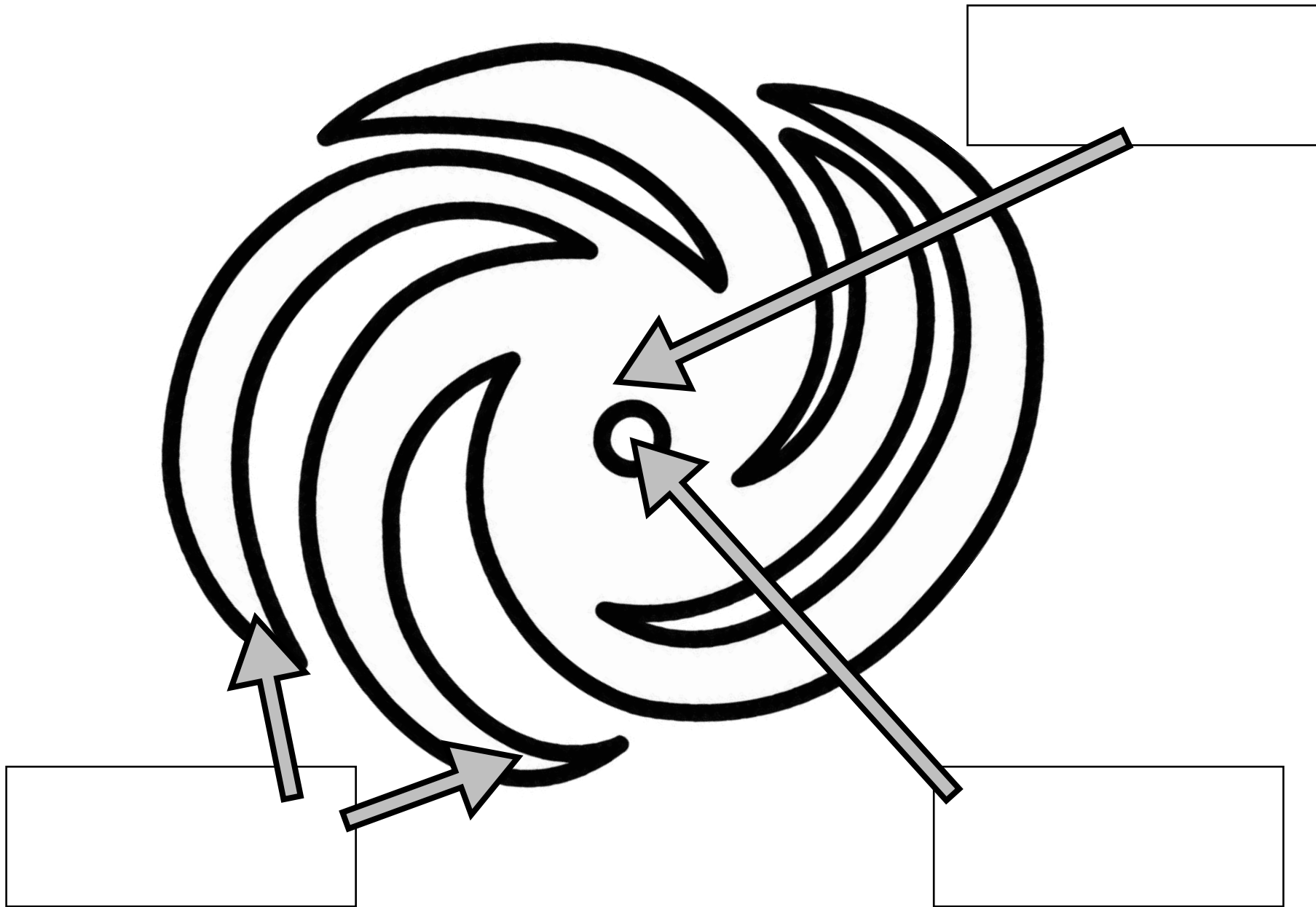


**Hurricanes are large rotating storms that have strong winds.**

**I can label the parts of a hurricane.**



**I can label the parts of a hurricane.**



Use these cards to label the parts of a hurricane.

**eye**

**eye wall**

**spiral rain  
band**

**eye**

**eye wall**

**spiral rain  
band**

**eye**

**eye wall**

**spiral rain  
band**

**eye**

**eye wall**

**spiral rain  
band**

**eye**

**eye wall**

**spiral rain  
band**

**eye**

**eye wall**

**spiral rain  
band**

**eye**

**eye wall**

**spiral rain  
band**

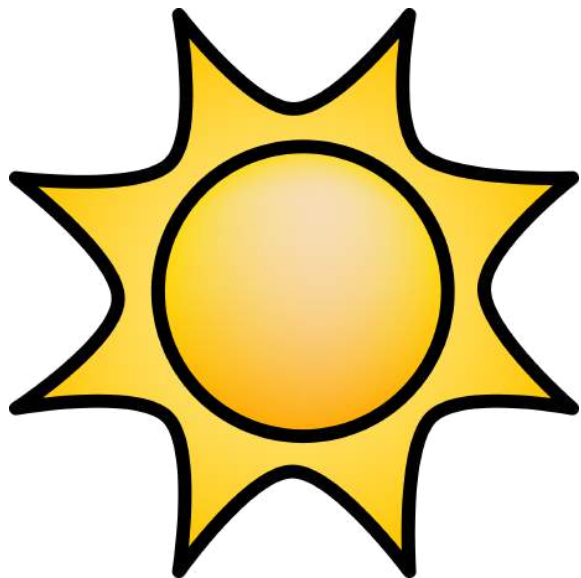
# Eye Spy

I spy with  
My little eye  
Something that  
Is yellow  
Like the sun.

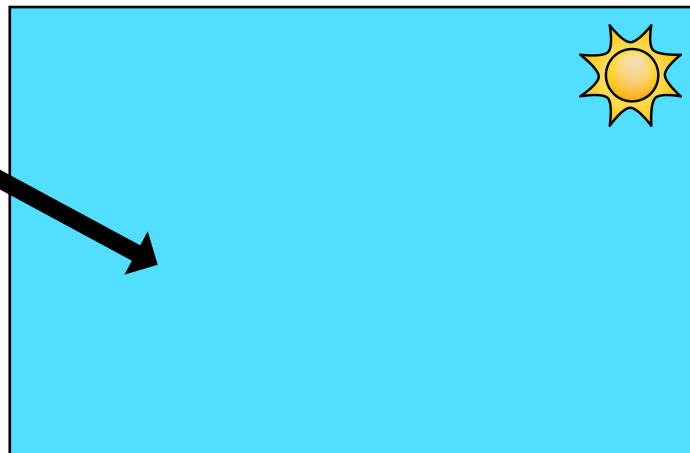
Repeat the verses with:

- blue like the sky
- orange like a sunrise
- white like fluffy clouds
- brown like a tree trunk
- green like the stormy sky
- red like a sunset
- gray like stormy clouds





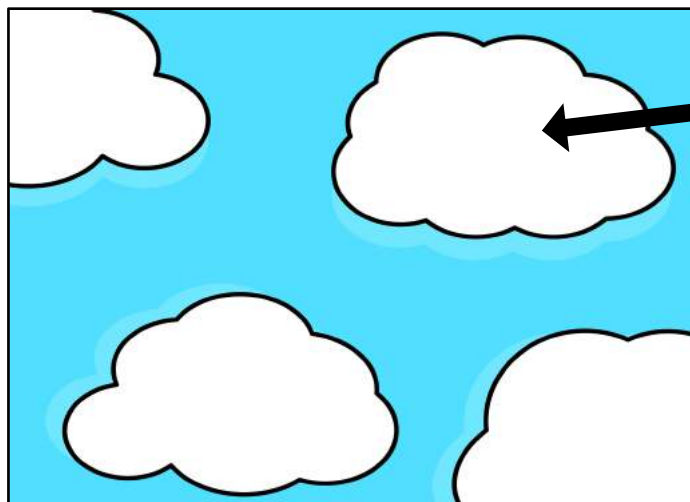
Yellow like the sun.



Blue like the sky.



Orange like a sunrise.



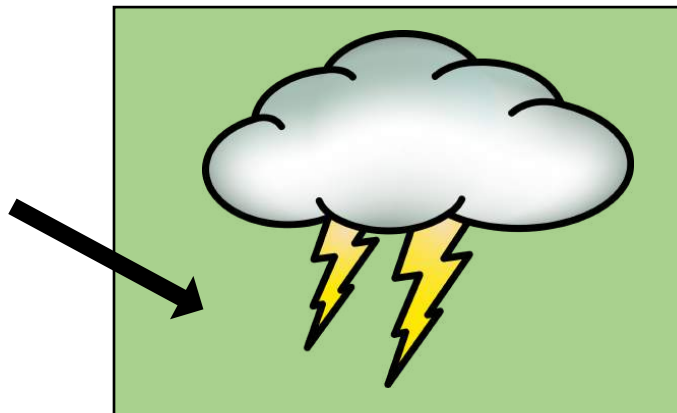
White like fluffy clouds.

Eye Spy



Brown like a tree trunk  
blowing in the wind.

Eye Spy



Green like a  
stormy sky.

Eye Spy



Red like a sunset.

Eye Spy



Gray like  
stormy clouds.

# Snow

## Ice Crystals

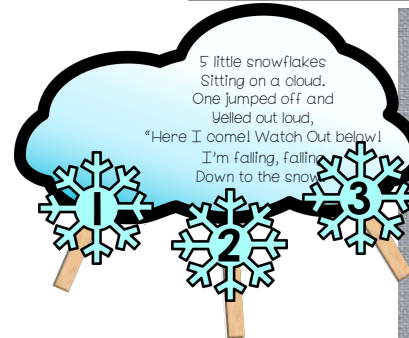
When the air is cold, water droplets in the clouds freeze and fall to the ground as snowflakes. If the snow is accompanied by high winds it creates a powerful snowstorm called a blizzard.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will count a set to 5 and make combinations of objects to create the set.
- The students will recognize letters of the alphabet.

### Activities:

1. Show the real pictures of children in the snow. Ask the students what they like to do in the snow.
2. Recite the "5 Little Snowflakes" chip clip poem. As you progress through each verse, remove a snowflake from the cloud.
3. Play the "Where is the ice?" carpet game.

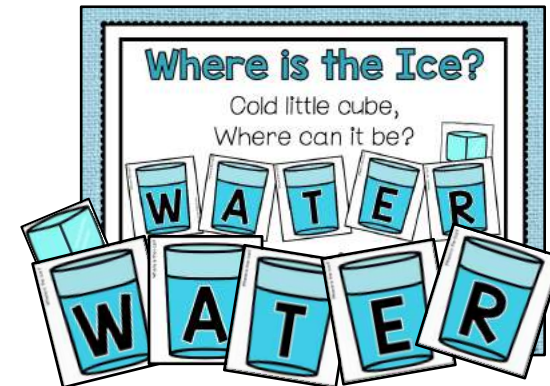


**Extension Idea:** Teach the ASL sign for snow. Put two hands up, fingers spread apart. Wiggle fingers and move hands down like falling snow.



### To Play the Game:

- Line up the pictures of the water cups. Identify the letters together.
- Hide the ice cube under one of the water cups and recite the poem to find it.
- Children guess where the ice cube is hiding by identifying the letter on the cup.





**It is fun to play in the snow with friends.**



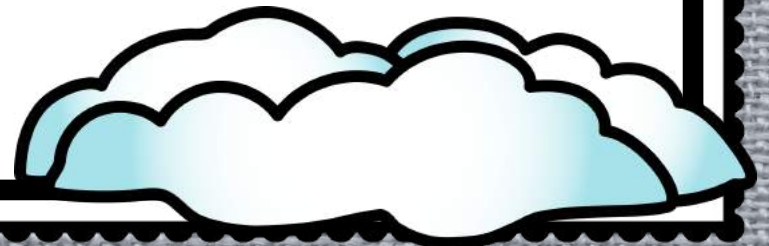
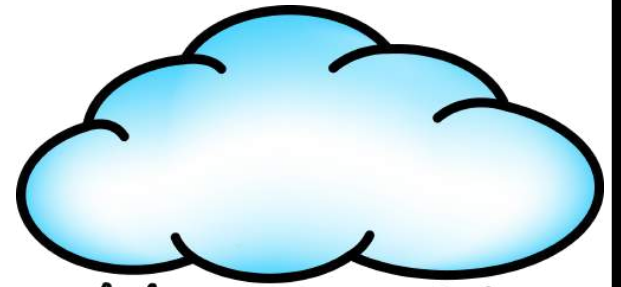
NO PARKING  
8-9:30 AM  
MON & THURS

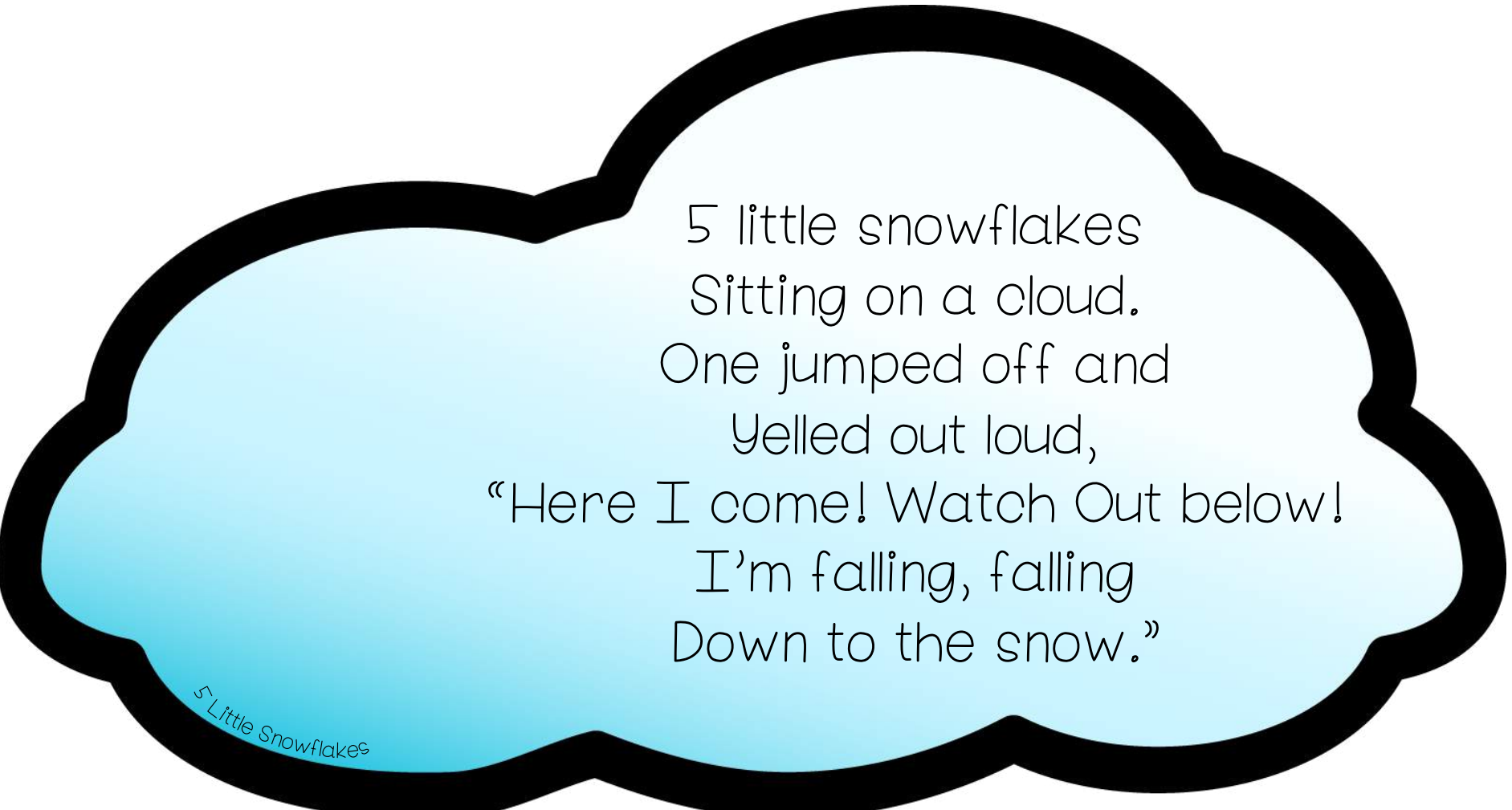
**A blizzard is a windy snow storm that drops lots of snow. It is dangerous to travel, so people stay home.**

# 5 Little Snowflakes

Chip Clip Poem

5 little snowflakes  
Sitting on a cloud.  
One jumped off and  
Yelled out loud,  
“Here I come! Watch out below!  
I’m falling, falling  
Down to the snow.”

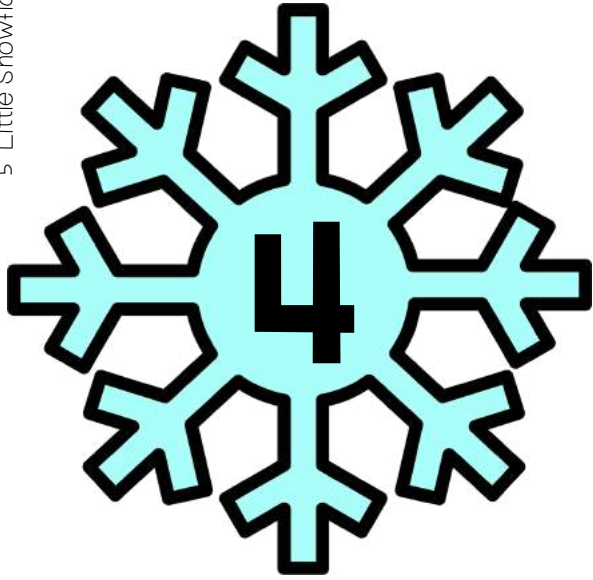




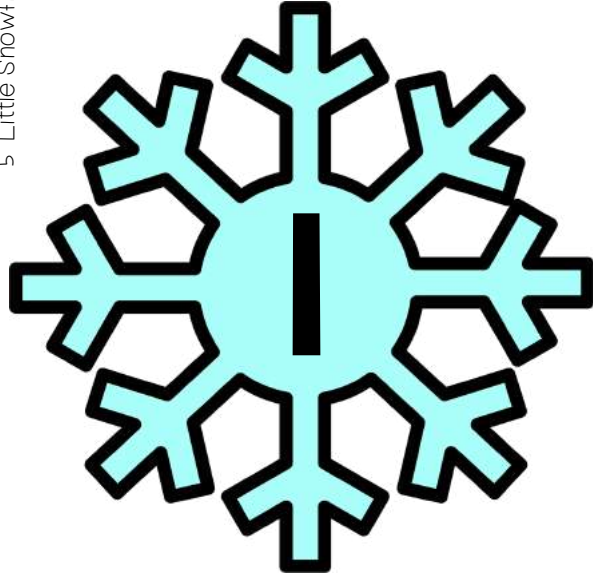
5 little snowflakes  
Sitting on a cloud.  
One jumped off and  
Yelled out loud,  
“Here I come! Watch Out below!  
I’m falling, falling  
Down to the snow.”

5 Little Snowflakes

5 Little Snowflakes



5 Little Snowflakes



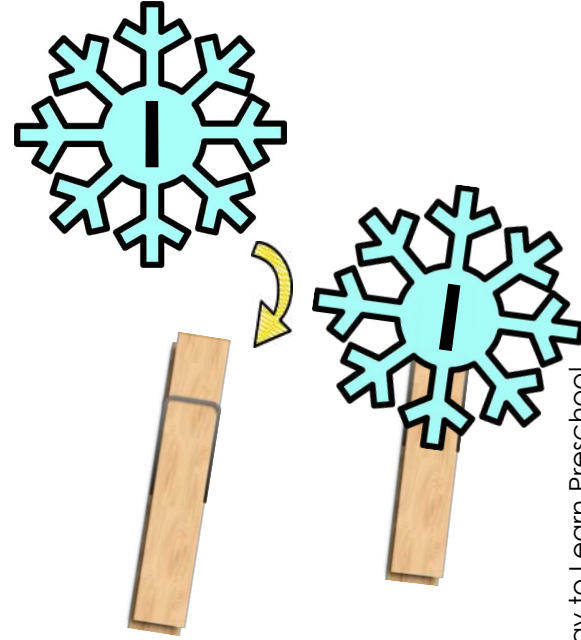
5 Little Snowflakes



5 Little Snowflakes



5 Little Snowflakes

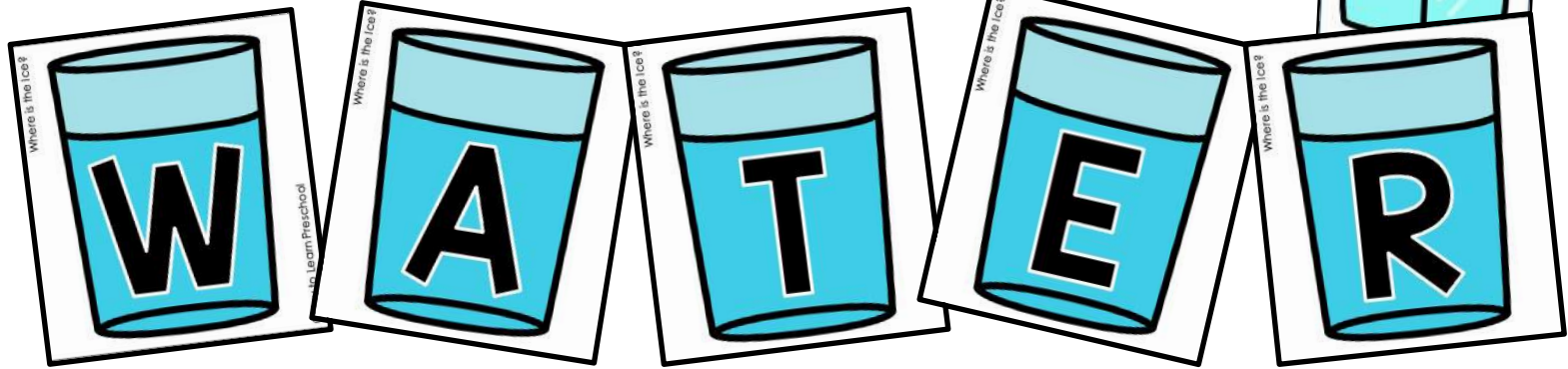


5 Little Snowflakes



# Where is the Ice?

Cold little cube,  
Where can it be?

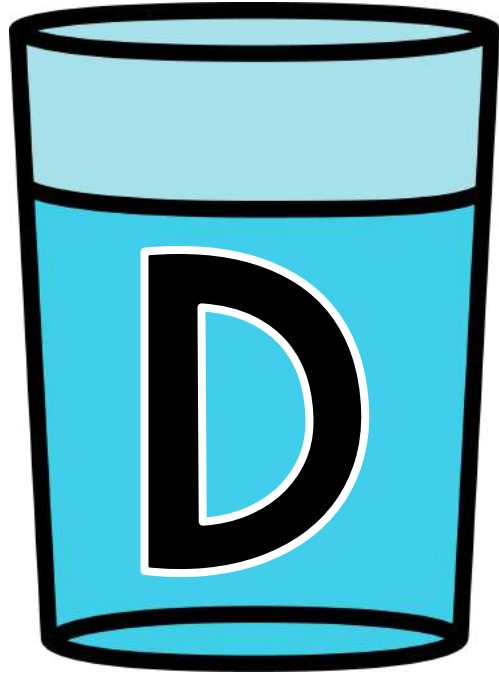


Pick a cup of water.  
Let's look and see.

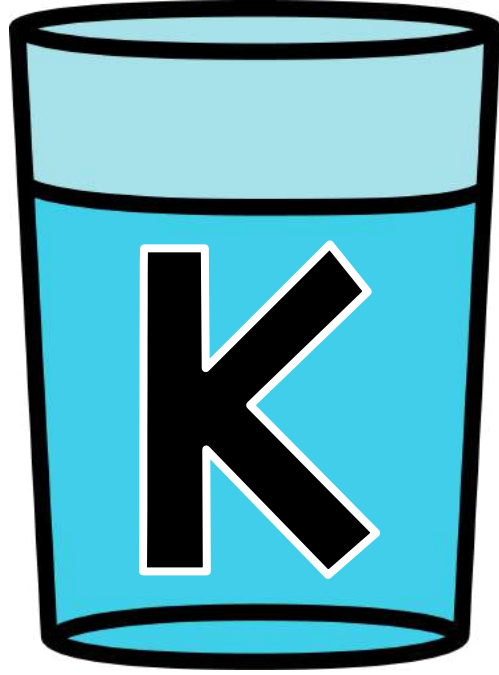
Where is the Ice?



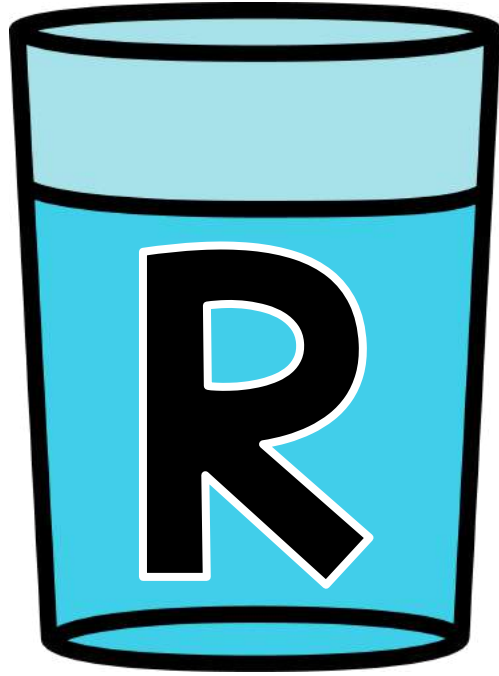
Where is the Ice?



Where is the Ice?



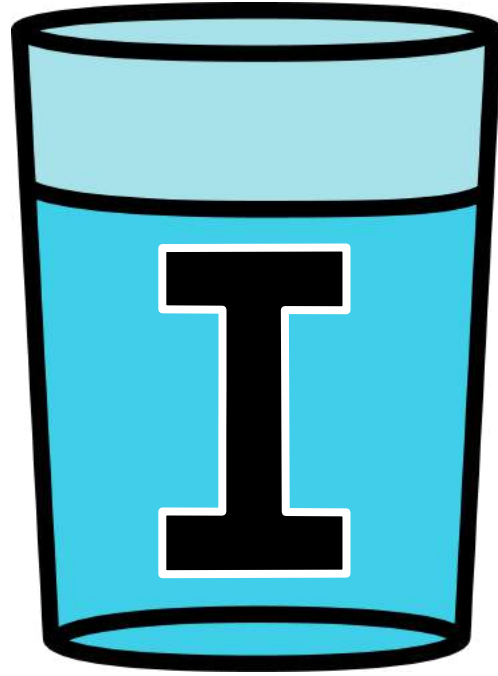
Where is the Ice?



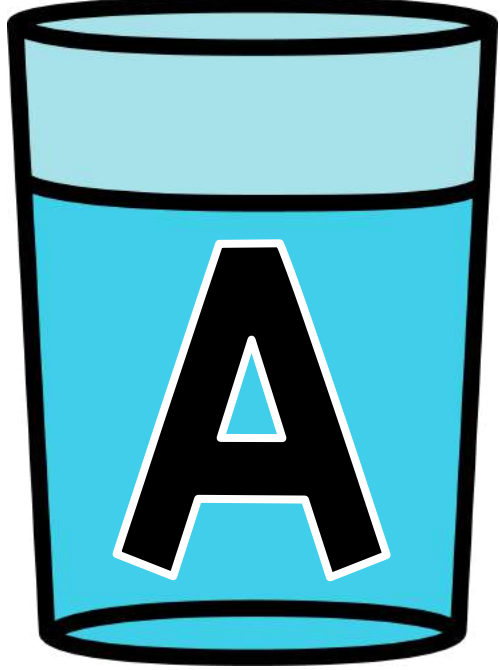
Where is the Ice?



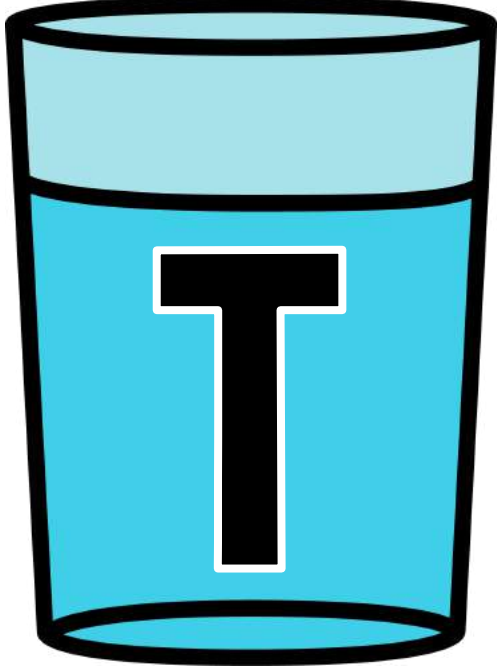
Where is the Ice?



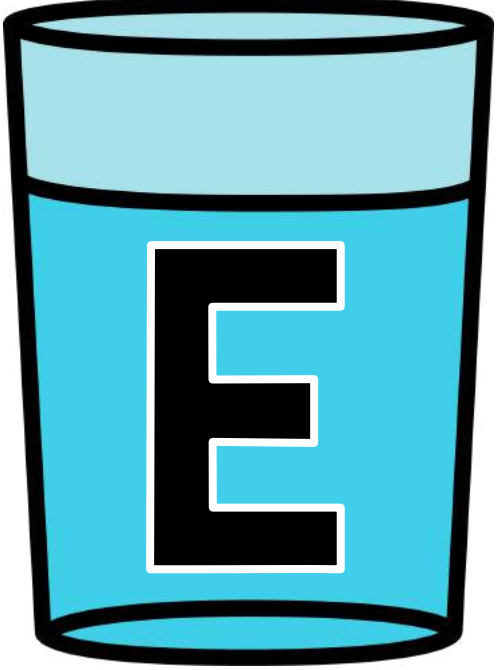
Where is the Ice?



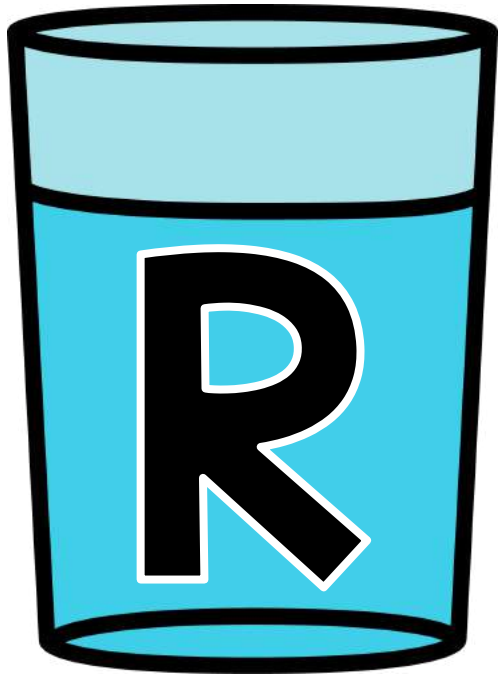
Where is the Ice?



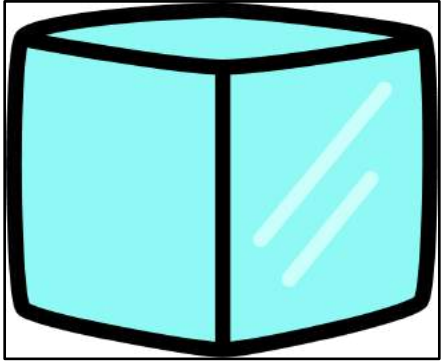
Where is the Ice?



Where is the Ice?



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# Meteorologist

## Learning About the Weather

Day 9  
Lesson  
Plans

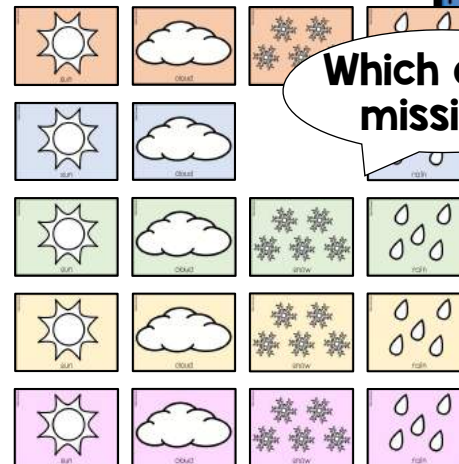
A meteorologist is a scientist who studies the air around the earth and tells us what the weather is going to be. A meteorologist can tell us if it is going to be sunny, cloudy, rainy, or snowy.

### Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

### Activities:

1. Show the real picture of the person reporting the weather. Discuss what type of weather she might be reporting.
2. Sing the "Weather Person" song and match the weather with the reporter on a pocket chart as you sing the different verses.
3. Play the weather Grid Game.

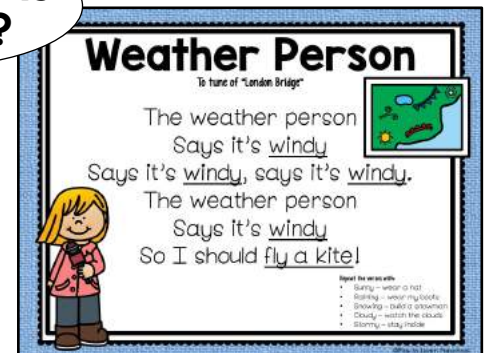


Which one is missing?

### To Play:

1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.

**Extension Idea:** Make a microphone with a paper towel roll and a ball of tin foil taped or glued to the top. During circle time, invite students to give a weather report.



**Some weather reporters give the weather from the place where the weather is happening.**



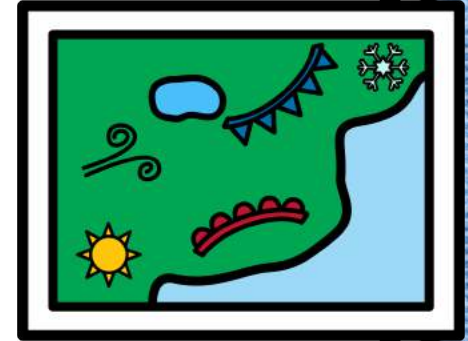
**BREAKING NEWS**

**HURRICANE SLAMS COAST**

**LIVE NEWS**

# Weather Person

To tune of "London Bridge"



The weather person  
Says it's windy

Says it's windy, says it's windy.

The weather person  
Says it's windy

So I should fly a kite!

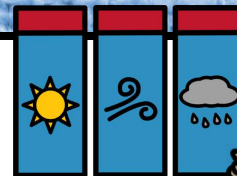


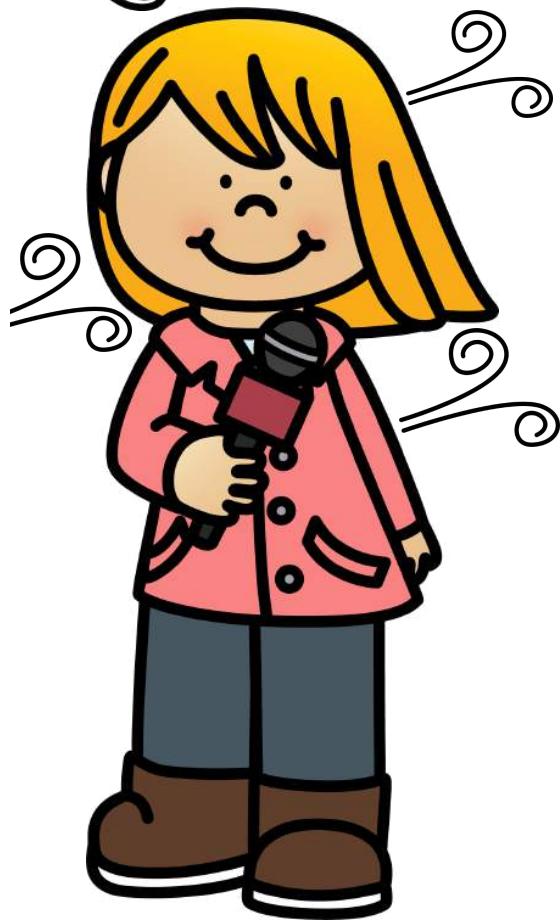
Repeat the verses with:

- Sunny – wear a hat
- Raining – wear my boots
- Snowing – build a snowman
- Cloudy – watch the clouds
- Stormy – stay inside

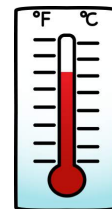
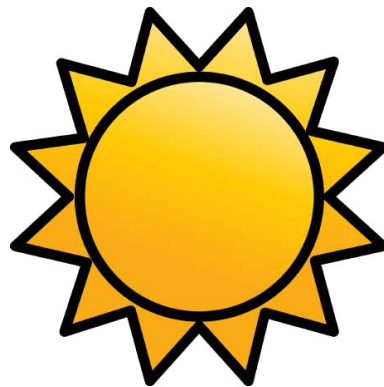


# Weather Person





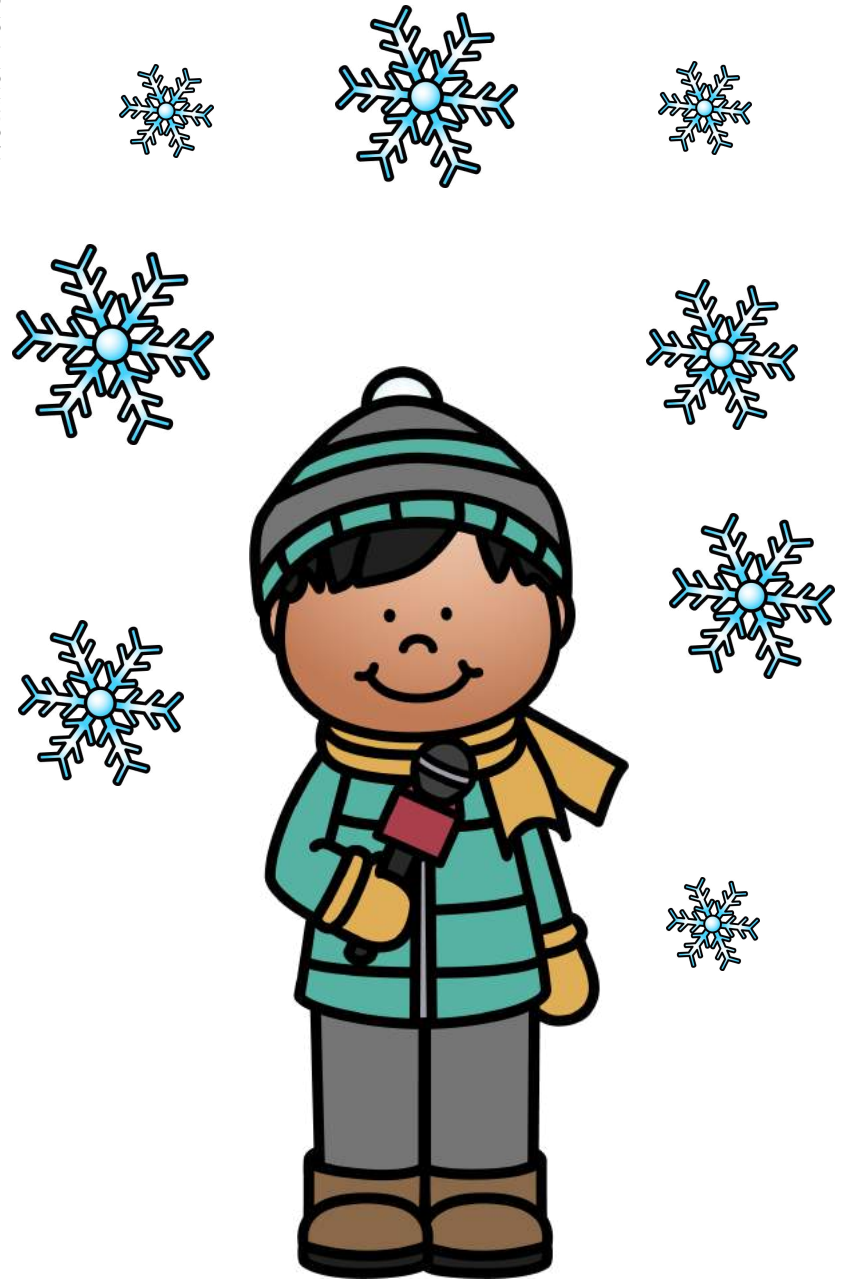
windy



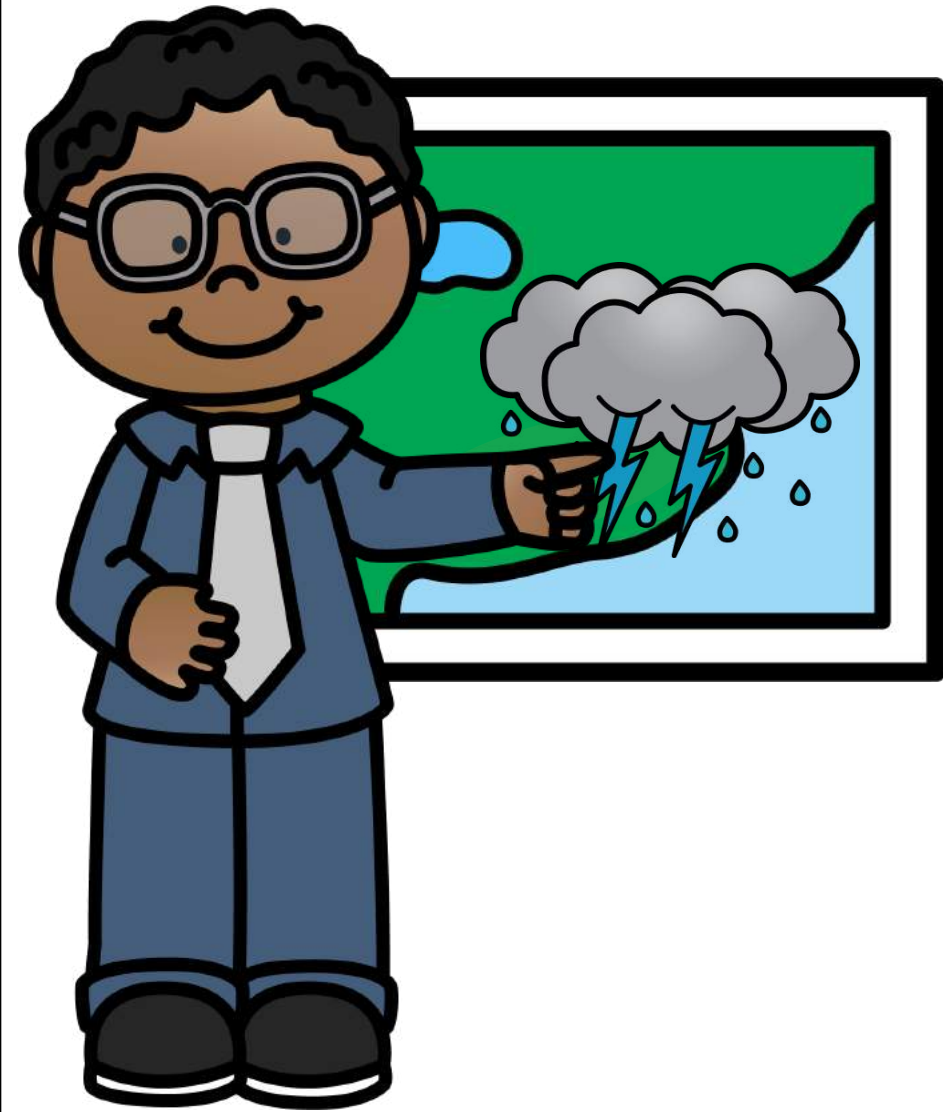
sunny



raining



snowing



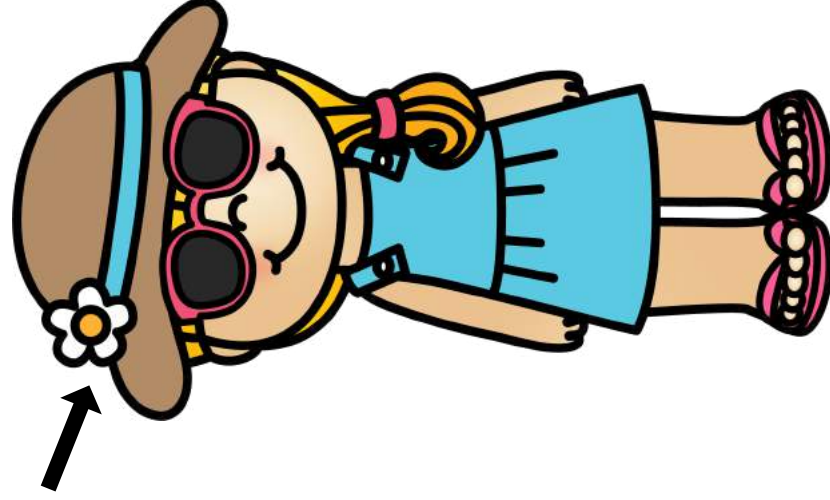
stormy



cloudy



fly a kite



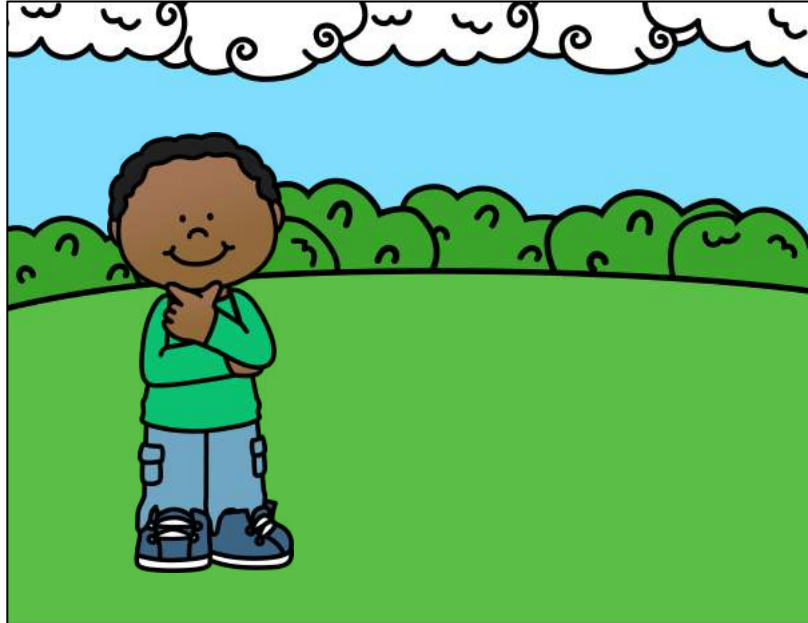
wear a hat



wear my boots



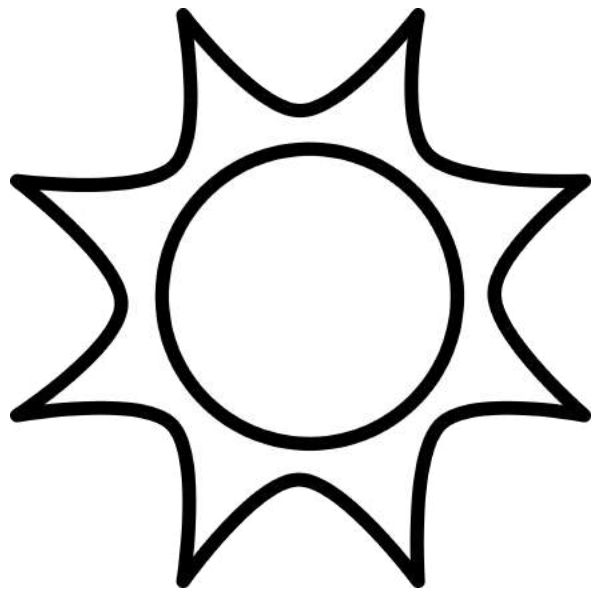
build a snowman



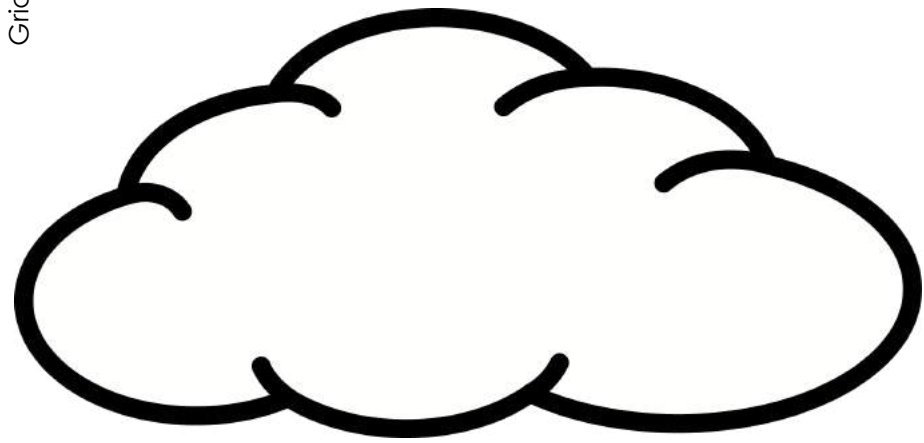
watch the clouds



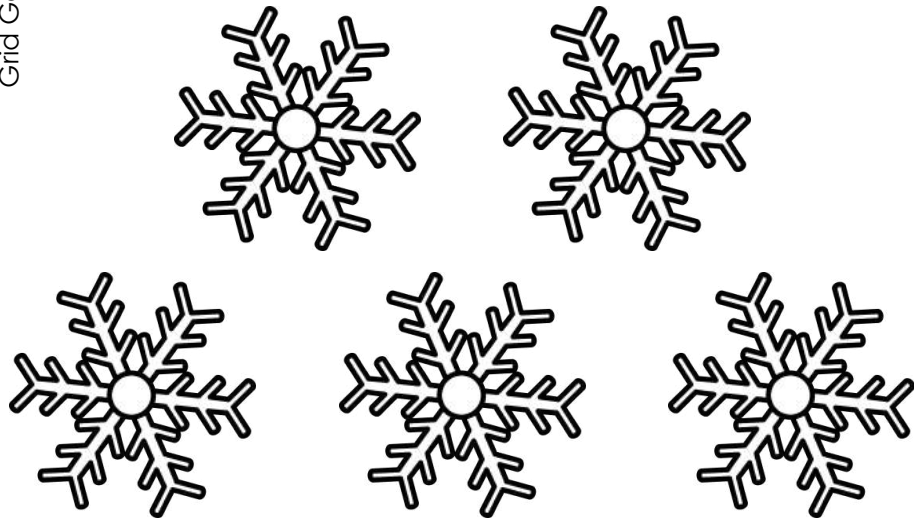
stay inside



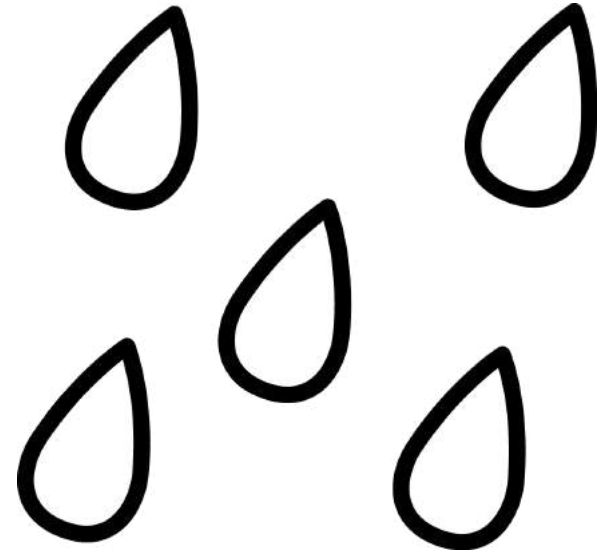
sun



cloud



snow



rain

# Conclusion

## Unit Conclusion

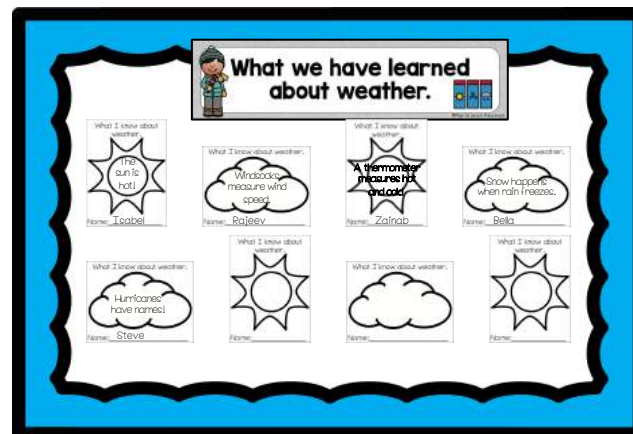
Take this day to discuss all the things learned about weather. Play the games to help the students remember.

### Objectives:

- The students will draw and imitate the act of writing.
- The students will actively participate in conversations.

### Activities:

1. Ask the students about weather. Students can draw a picture or teachers can write their responses on the attached recording sheets.
2. Create riddle bags. Print the pictures and place them inside the riddle bags (or fill bags with small plastic toy representations). Attach the riddle on the outside of the bag. Read the riddles aloud and have the students guess what is inside.



**Extension Idea:** Print out the weather journal, copy and give to each student to take home and record the weather. This can also be completed as a class.

Name \_\_\_\_\_

Draw a picture of the weather each day.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

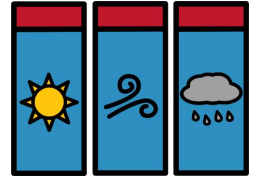
Types of Weather

sunny   
 cloudy   
 windy   
 rainy   
 snowy

Why to Learn Preschool

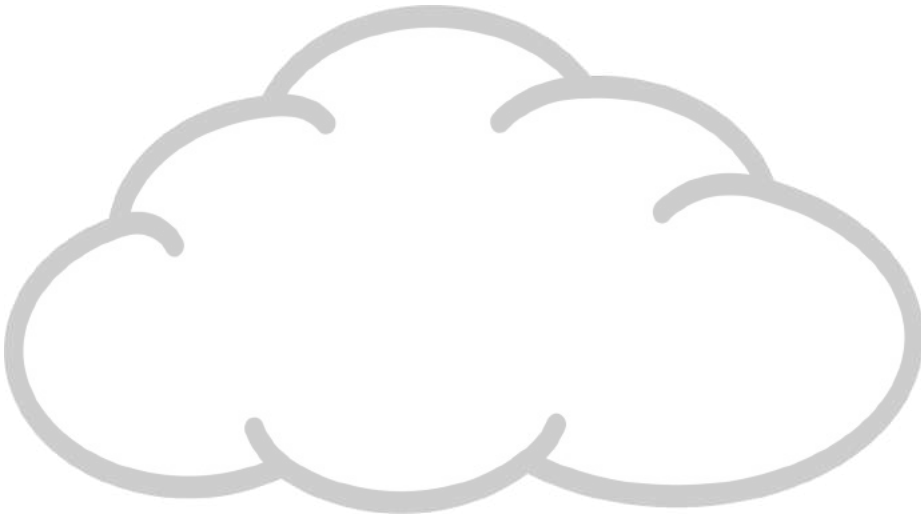


# What we have learned about weather:



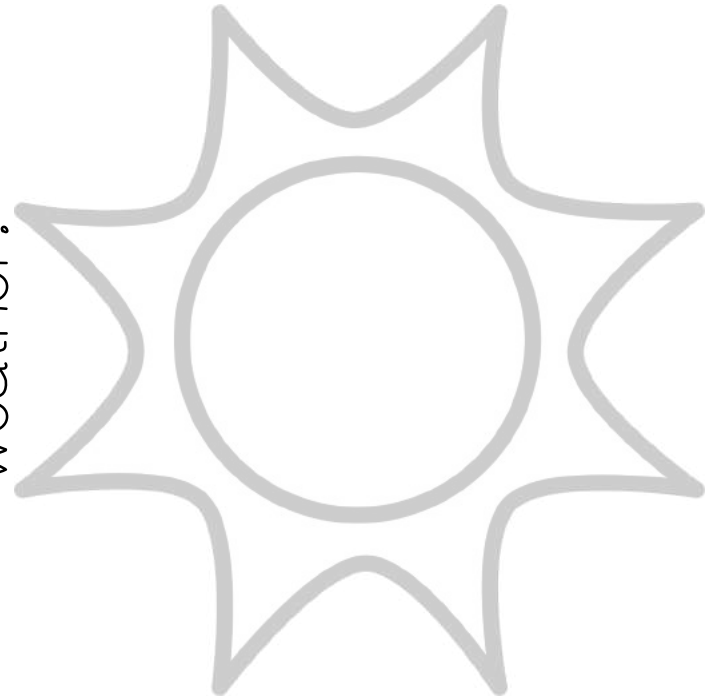
©Play to Learn Preschool

What I know about weather.



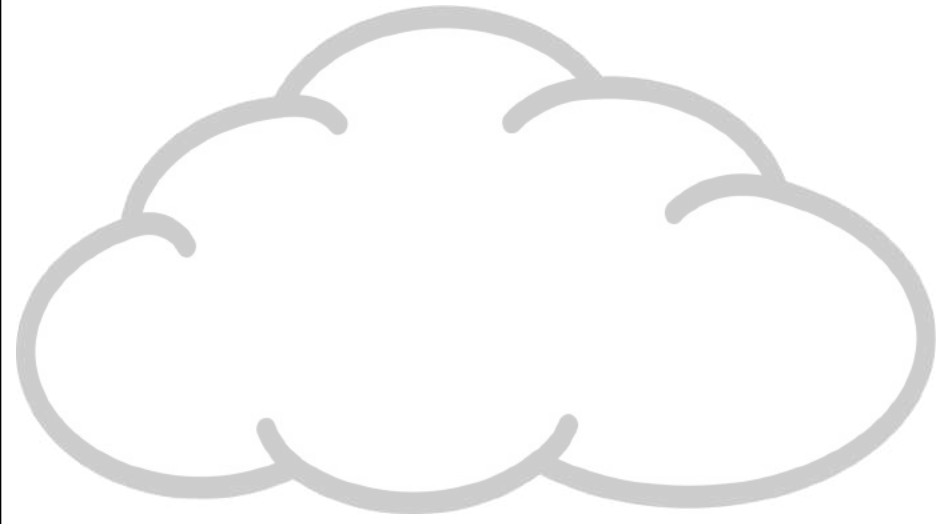
Name: \_\_\_\_\_

What I know about weather.



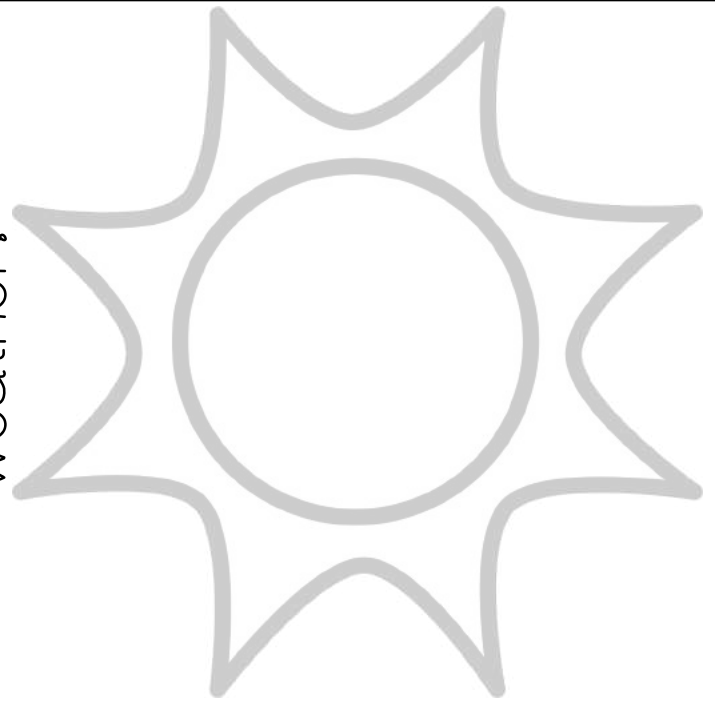
Name: \_\_\_\_\_

What I know about weather.



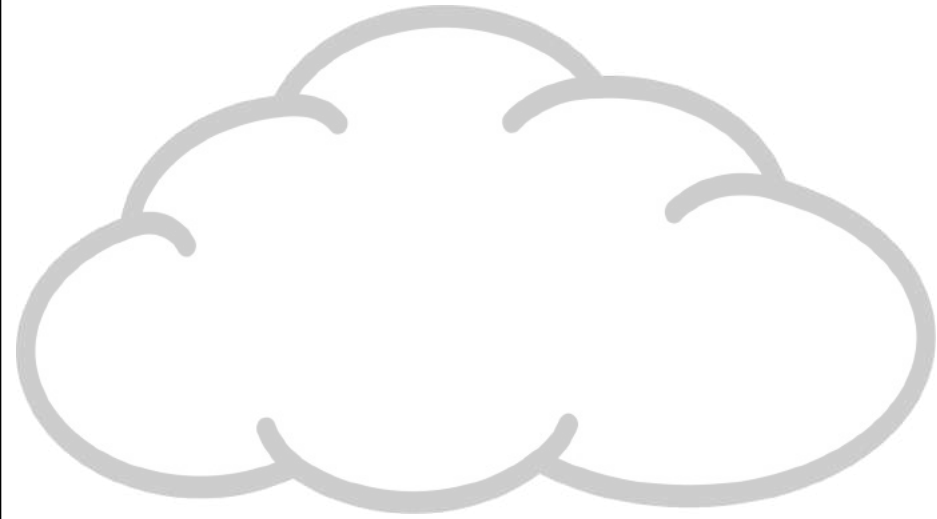
Name: \_\_\_\_\_

What I know about  
weather.



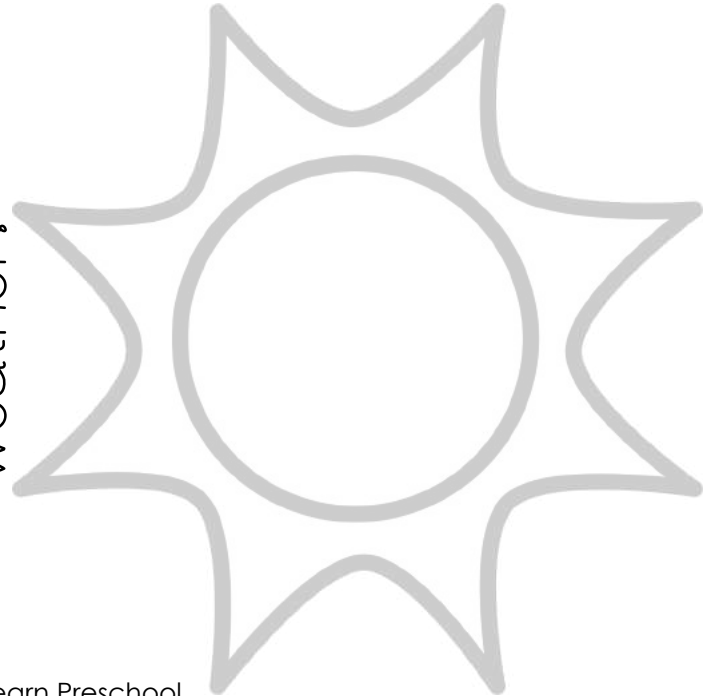
Name: \_\_\_\_\_

What I know about weather.



Name: \_\_\_\_\_

What I know about  
weather.



Name: \_\_\_\_\_

## Riddle #1

This describes what the sky and air are doing outside (sunny, windy, rainy).

**Answer:** weather

## Riddle #2

This falls from the sky in water drops.

**Answer:** rain

## Riddle #3

This type of storm has thunder and lightning.

**Answer:** thunder storm

## Riddle #4

I am a violent column of air stretching from a thunderstorm cloud to the ground. If you see me, take cover!

**Answer:** tornado

## Riddle #5

I am a huge storm with winds over 74mph and scientists give me names.

**Answer:** hurricane

## Riddle #6

I heat up the air and make it warm outside.

**Answer:** sun

## Riddle #7

I am a scientist who studies the weather using tools like a thermometer, rain gauge, and barometer.

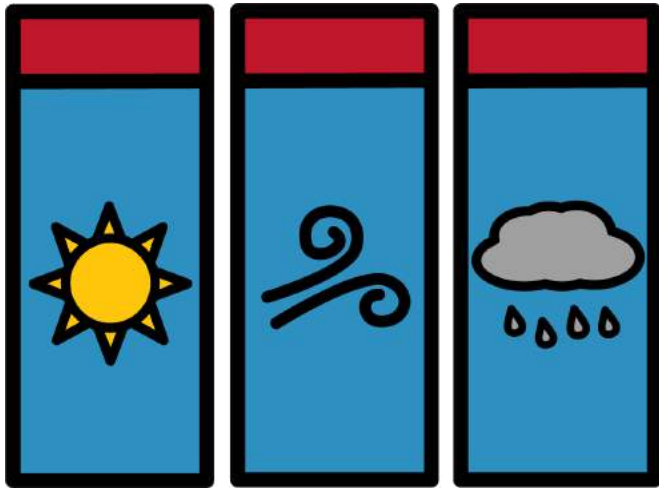
**Answer:** meteorologist

## Riddle #8

I fall from the sky as white, icy crystals!

**Answer:** snow

Riddle #1



weather

Riddle #2



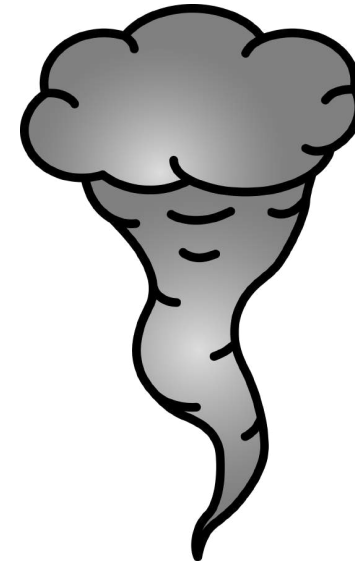
rain

Riddle #3



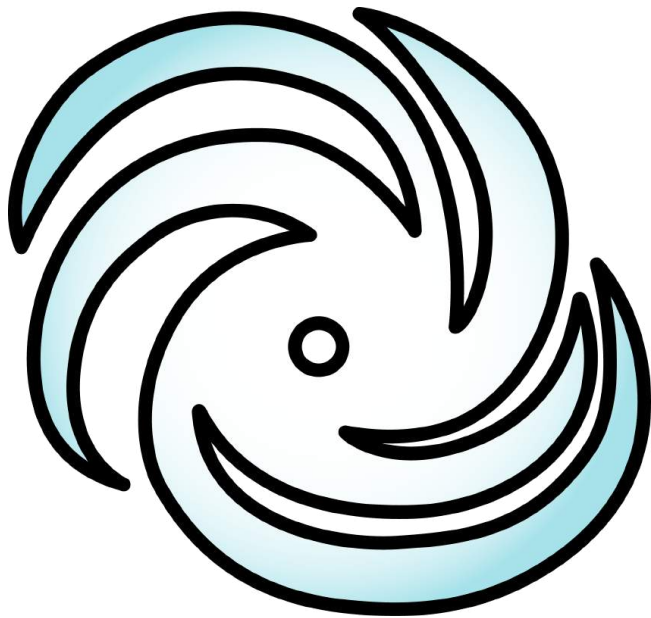
thunder storm

Riddle #4



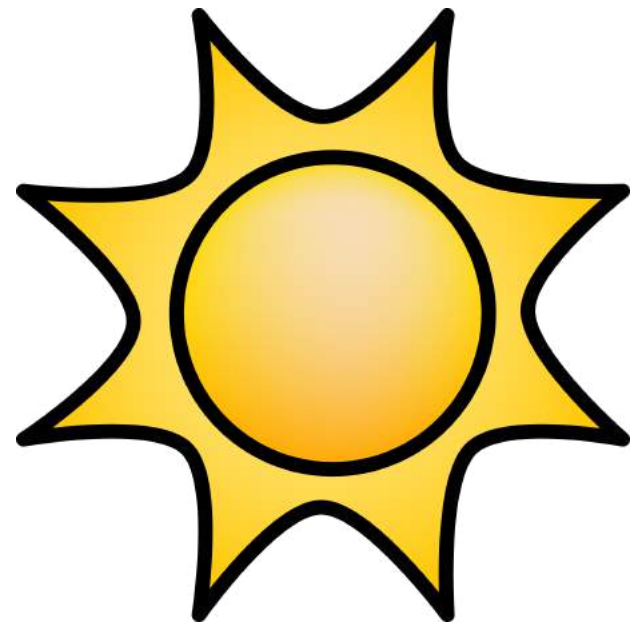
tornado

Riddle #5



hurricane

Riddle #6



sun

Riddle #7



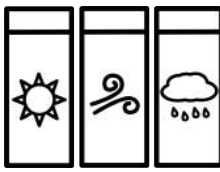
meteorologist

Riddle #8



snow

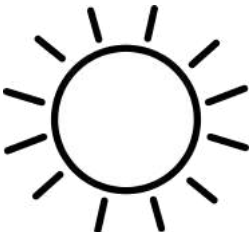

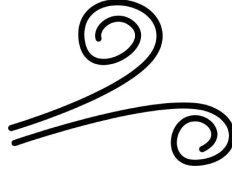
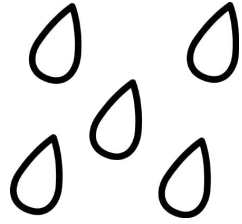
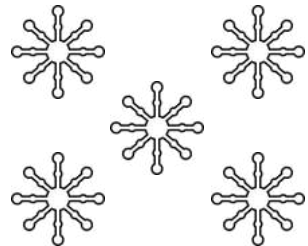
Name \_\_\_\_\_



Draw a picture of the weather each day.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### Types of Weather

 sunny	 cloudy	 windy	 rainy	 snowy
----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

# Center Activities

# Centers

- Weather Patterns
- Concentration
- Counting
- Line Tracing
- Cutting Practice
- Matching
- Writing Practice
- Visual Discrimination
- Count and Clip Cards
- Beginning Sound Clips

### Weather Patterns Math Center

**Objective:** The students will identify and extend simple patterns.

**Preparation:** Print the pattern cards and pieces, mat, laminate and out apart.

**Procedure:** Students identify the pattern and extend it by placing the next correct piece.

### Concentration Working memory

**Objective:** The students will use visual discrimination (matching) skills to identify two identical objects.

**Preparation:** Print the picture cards, mat onto cardstock and out apart. Laminate if desired.

**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student they don't match, they return them to the face-down.

### Counting Math Center

**File Folder Game**

**Objective:** The students will count and recognize numbers.

**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students will identify the number and add the correct number of pieces.

### Line Tracing Literacy Center

**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

**Procedure:** The students will trace the dotted lines for fine motor skills.

### Cutting Practice Fine Motor Center

**Objective:** The students coordinate eye-hand movement and control the small muscles in their hands.

**Preparation:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students out along the lines from the bottom to the top.

**Procedure:** The students will cut along the dotted lines from the bottom of the page to the top.

### Matching Literacy Center

**Objective:** The students will compare objects.

**Preparation:** Copy each puzzle, cut apart, then laminate.

**Procedure:** students match the pictures and assemble the 2-piece puzzles.

### Writing Practice Literacy Center

**Objective:** The students will write letters.

**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

**Procedure:** Students use a dry erase marker to trace the word.

### Visual Discrimination Literacy Center

**File Folder Game**

**Objective:** The students will use visual discrimination skills to match the items.

**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students place matching pictures together.

### Count and Clip Cards Math Center

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

**Preparation:** Print the cards, mat, out apart, then laminate.

**Procedure:** Students count the pictures on each card and mark the corresponding number.

### Beginning Sound Clips Literacy Center

**Objective:** Students will identify the first sound of each picture and locate the corresponding letter.

**Preparation:** Print the cards, mat, out apart, then laminate.

**Procedure:** Students say the picture and listen for the first sound. Then they attach a clothes pin to the matching letter.

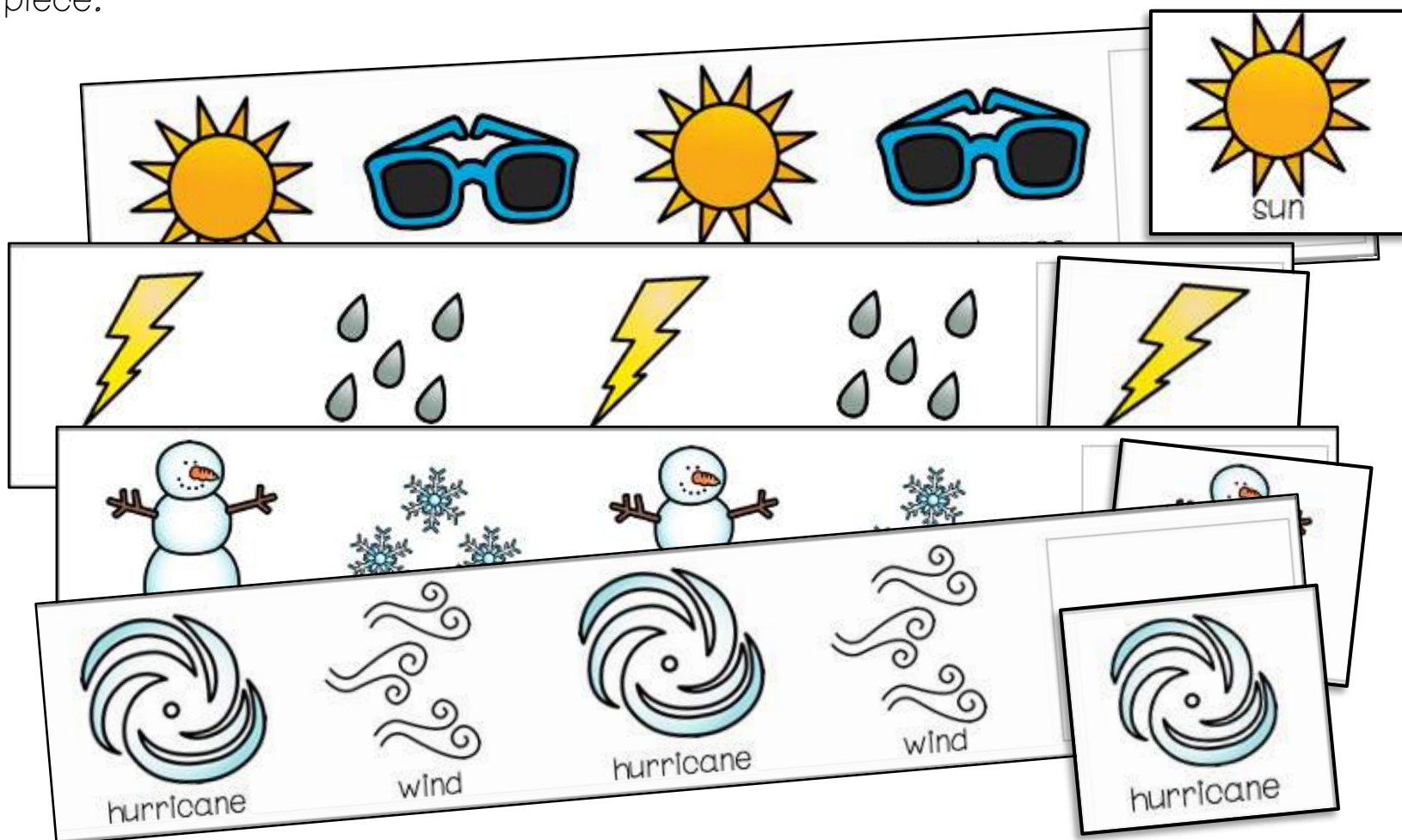
**Helpful Hint:** For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.

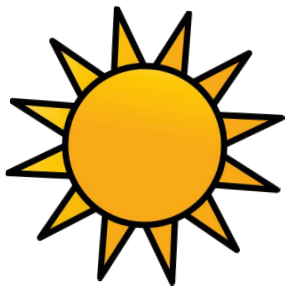
# Weather Patterns

**Objective:** The students will identify and extend simple patterns.

**Preparation:** Print the pattern cards and pieces, mat, laminate and cut apart.

**Procedure:** Students identify the pattern and extend it by placing the next correct piece.

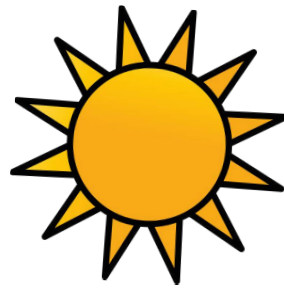




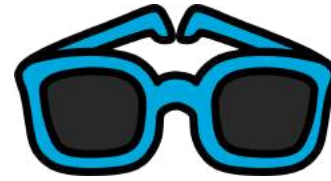
sun



sunglasses



sun



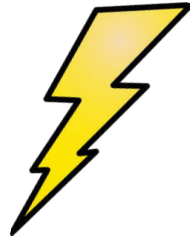
sunglasses



lightning



rain



lightning



rain



hurricane



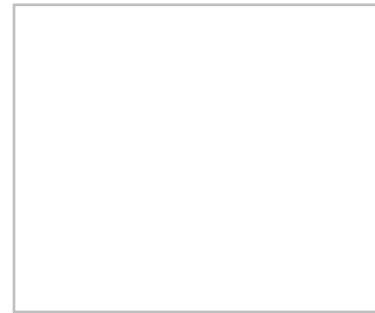
wind



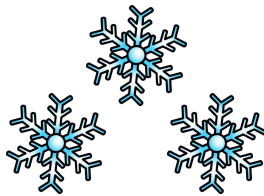
hurricane



wind



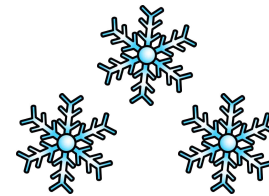
snowperson



snow



snowperson

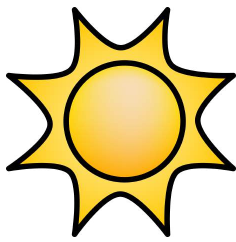


snow





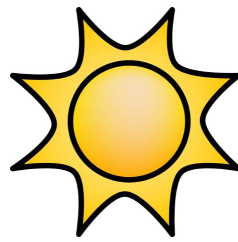
storm



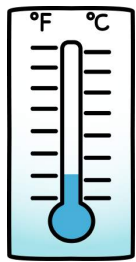
sun



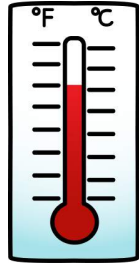
storm



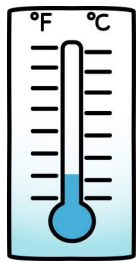
sun



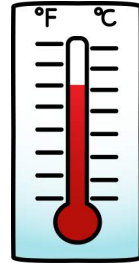
cold



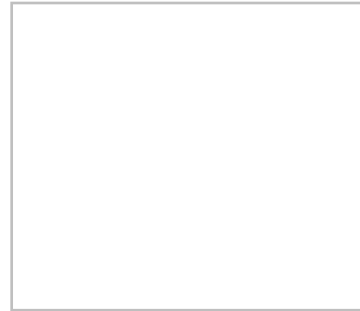
hot



cold



hot



rain



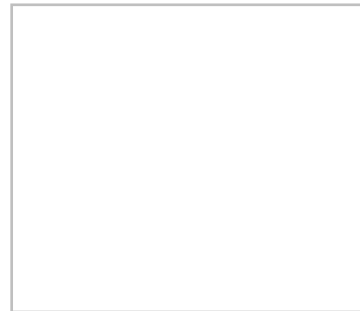
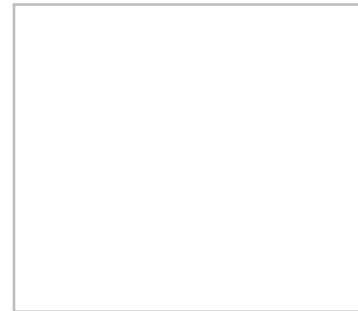
boots



rain



boots



snow



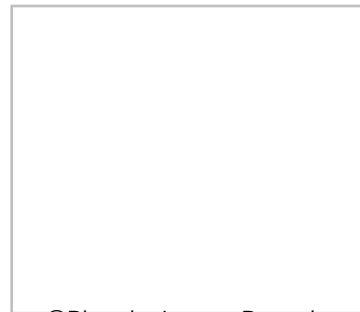
coat

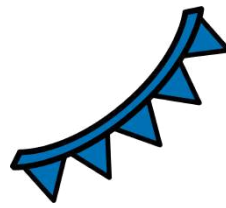
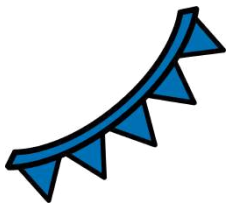


snow



coat



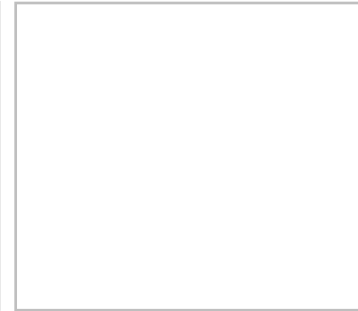
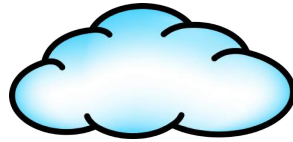
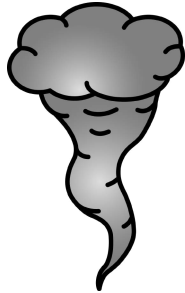


warm front

cold front

warm front

cold front

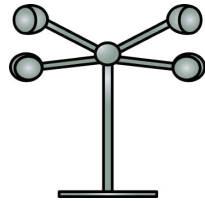
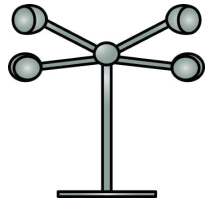


cloud

tornado

cloud

tornado

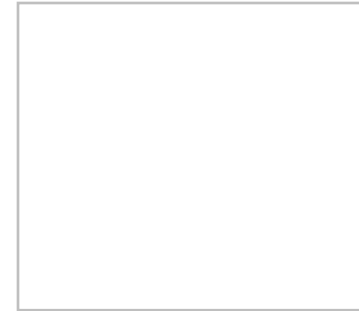


anemometer

wind

anemometer

wind



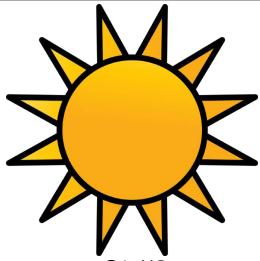
snow

weather reporter

snow

weather reporter

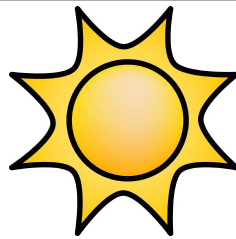
# Weather Patterns - Moveable Pieces



sun



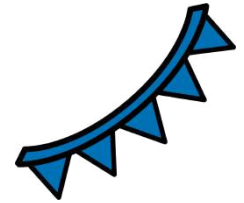
storm



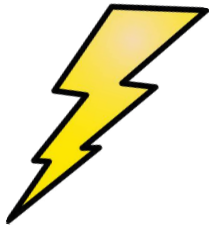
sun



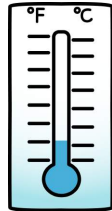
warm front



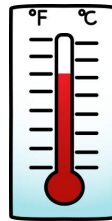
cold front



lightning



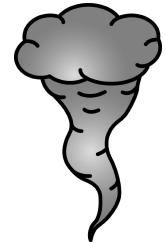
cold



hot



cloud



tornado



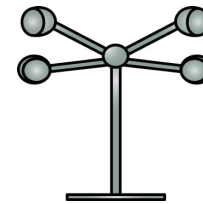
hurricane



rain



boots



anemometer



wind



snowman



snow



coat



snow




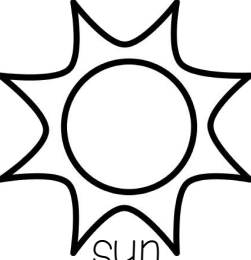

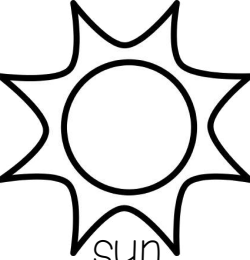
weather reporter





Name \_\_\_\_\_







Cut apart the pieces at the bottom of the page.


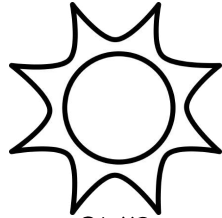
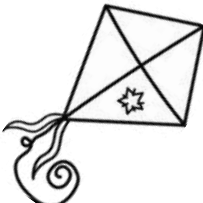



Use them to complete the weather patterns.

 cloud	 sun	 cloud	 sun		
-------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--	--

 kite	 cloud	 kite	 cloud		
------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	--	--

 snow	 rain	 snow	 rain		
-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	--	--





 cloud	 sun	 kite	 cloud	 snow	 rain
---------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

# Concentration

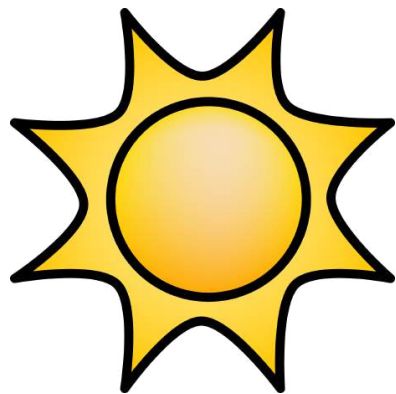
**Objective:** The students will use visual discrimination (matching) skills to identify two identical objects.

**Preparation:** Print the picture cards. Mat onto cardstock and cut apart. Laminate if desired.

**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.

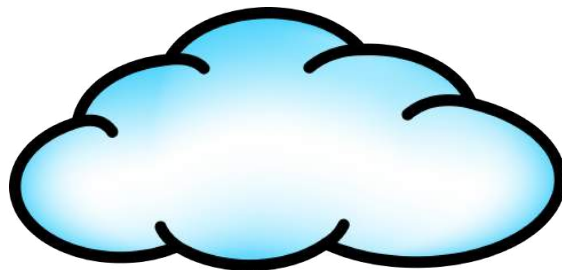
 <p>concentration</p> <p>stormy</p>			
			 <p>concentration</p> <p>stormy</p>

Concentration



sunny

Concentration



cloudy

Concentration



rainy

Concentration



snowy

Concentration



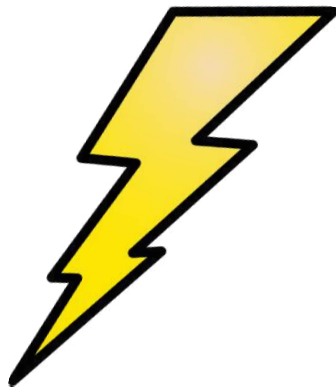
stormy

Concentration



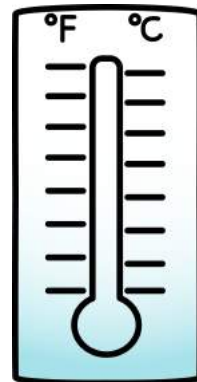
windy

Concentration



lightning

Concentration



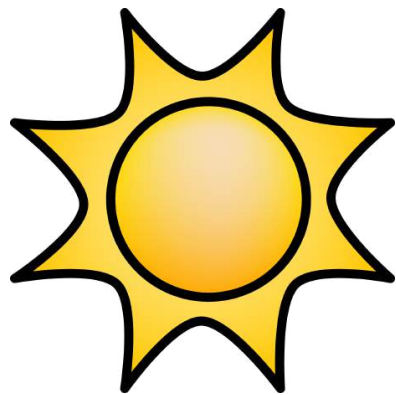
thermometer

Concentration



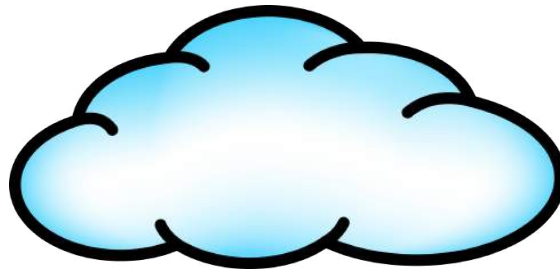
weather reporter

Concentration



sunny

Concentration



cloudy

Concentration



rainy

Concentration



snowy

Concentration



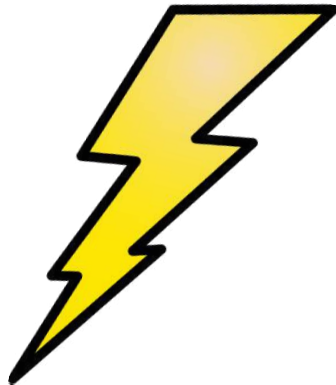
stormy

Concentration



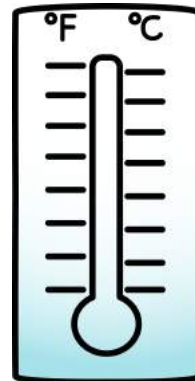
windy

Concentration



lightning

Concentration



thermometer

Concentration



weather reporter

# Counting

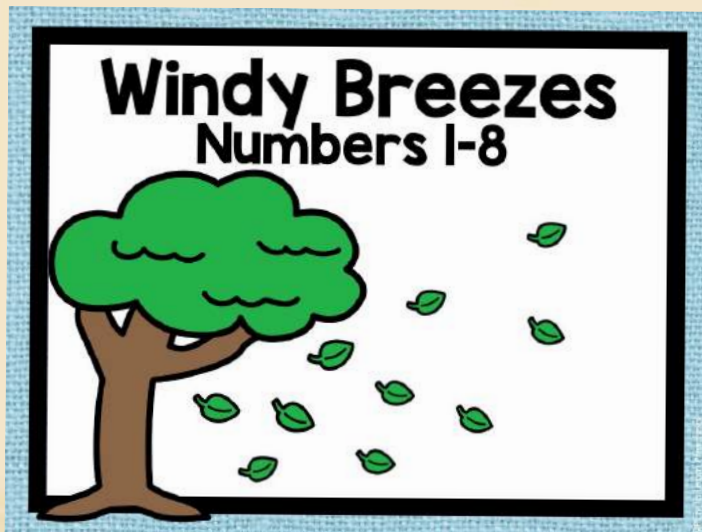
## File Folder Game

**Objective:** The students will count and recognize numbers.

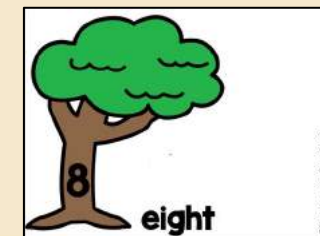
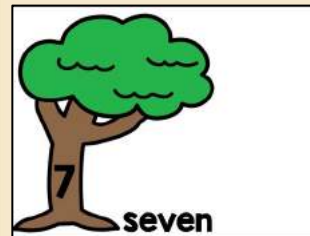
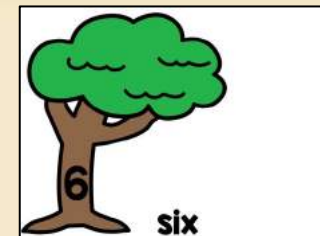
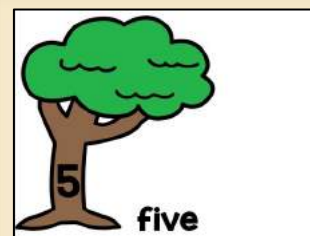
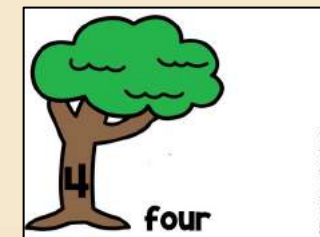
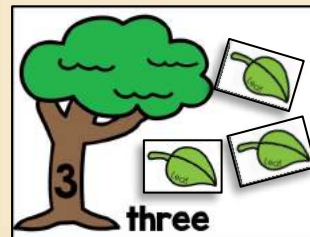
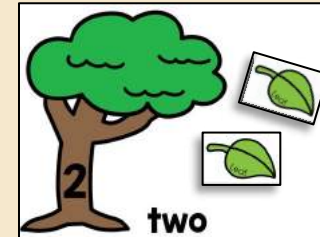
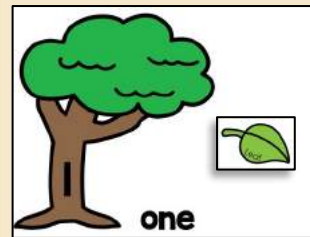
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students will identify the number and add the correct number of pieces.

## Counting



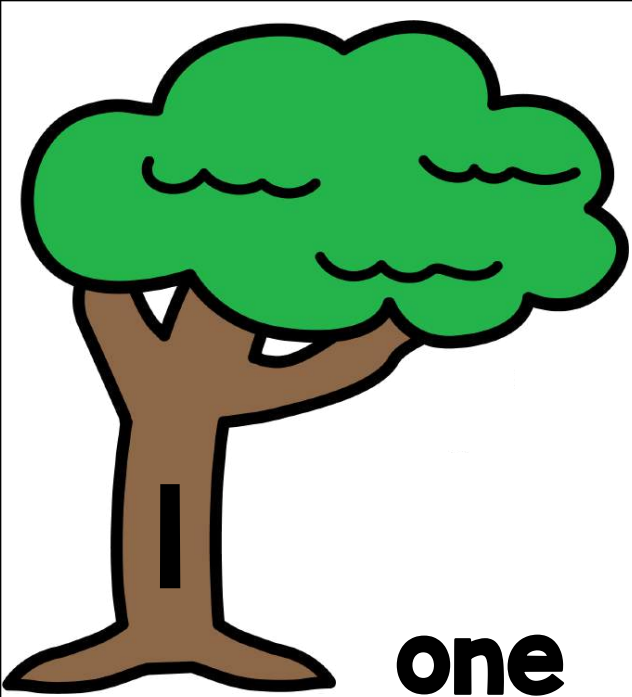
## Counting



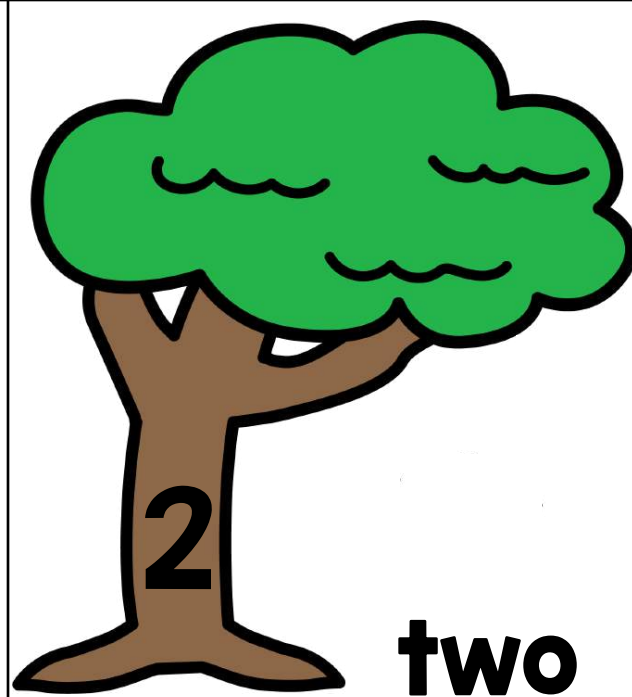
# Windy Breezes

## Numbers 1-8





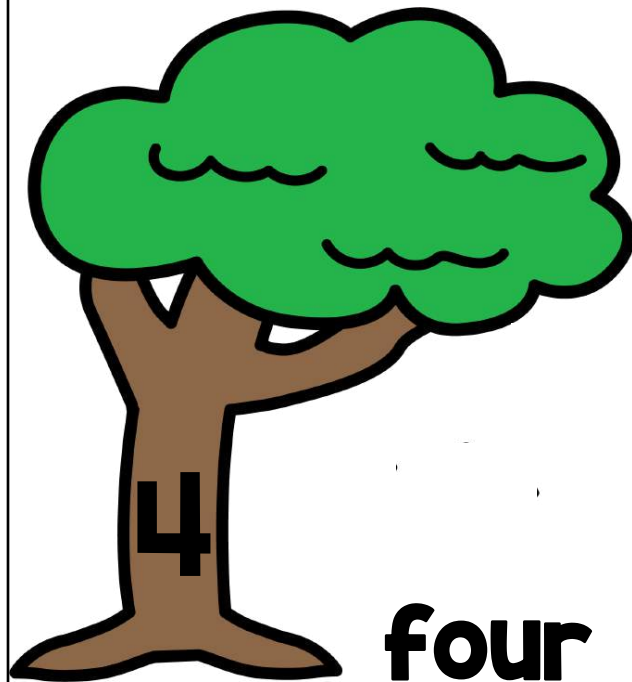
**one**



**two**



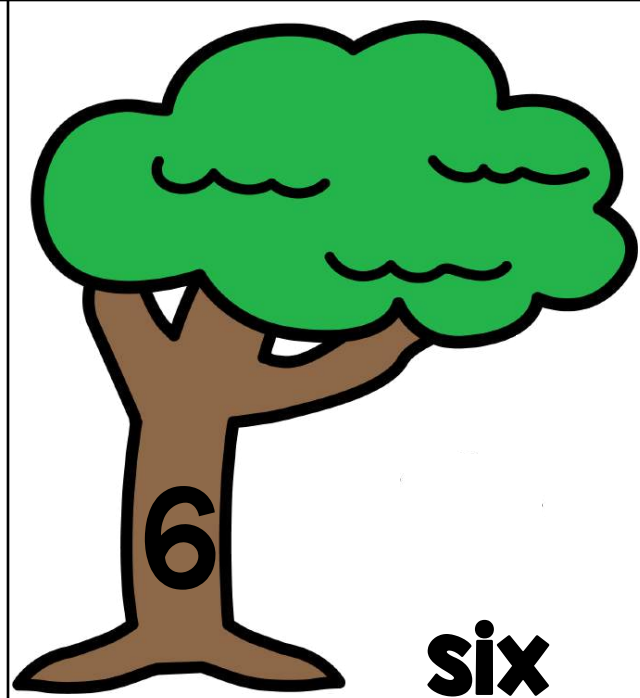
**three**



**four**



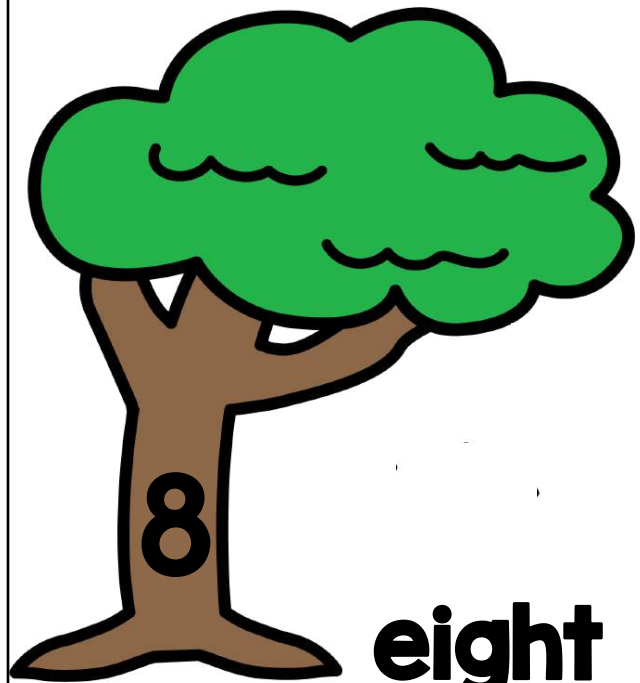
**five**



**six**



**seven**



**eight**

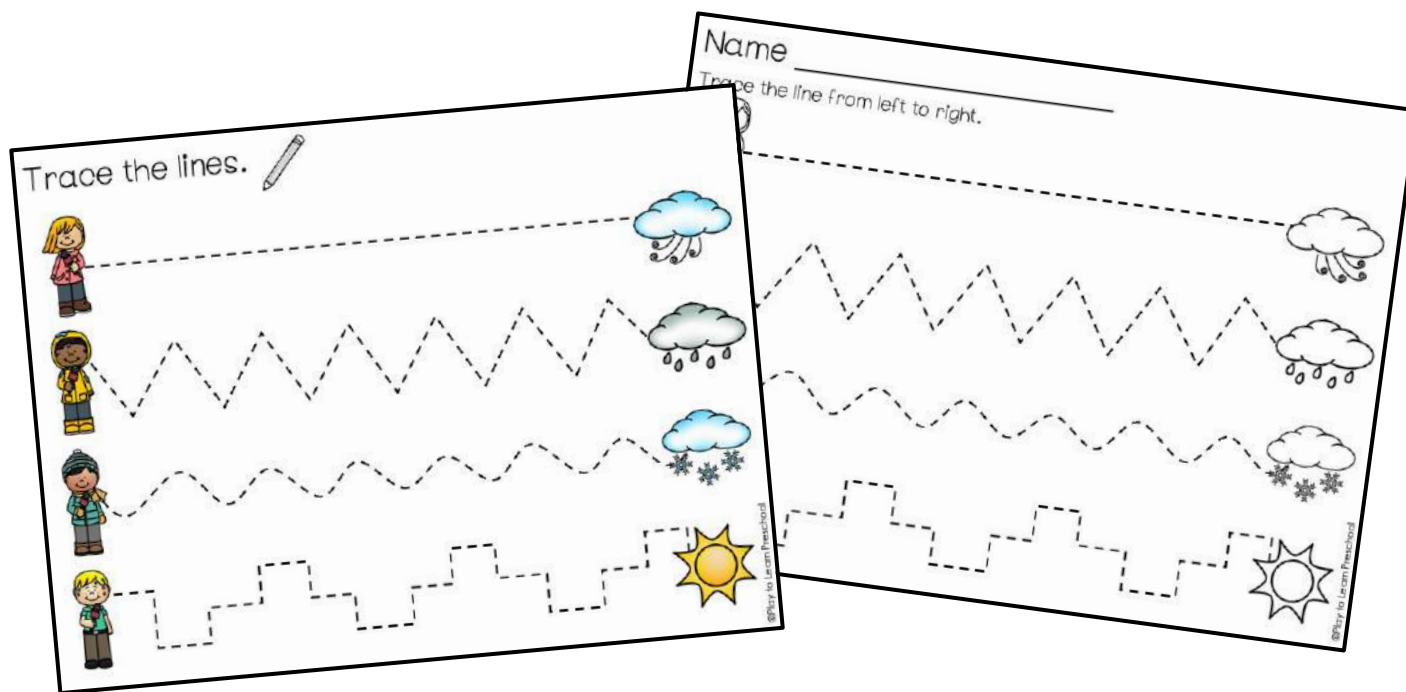




# Line Tracing

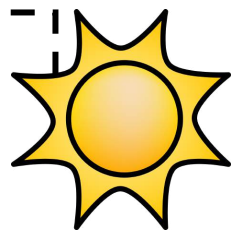
**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)



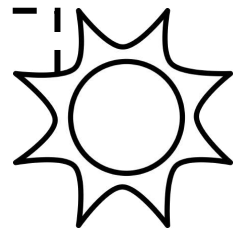
**Procedure:** The students will trace the dotted lines from left to right to practice fine motor skills.

Trace the lines. 



Name \_\_\_\_\_

Trace the line from left to right.

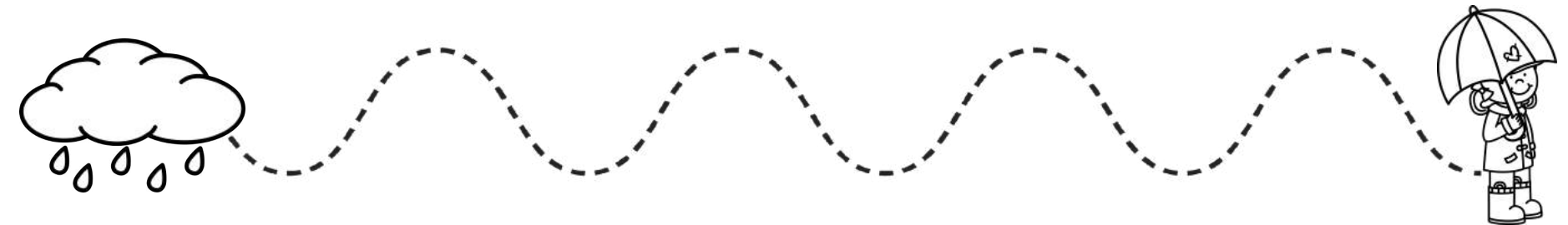
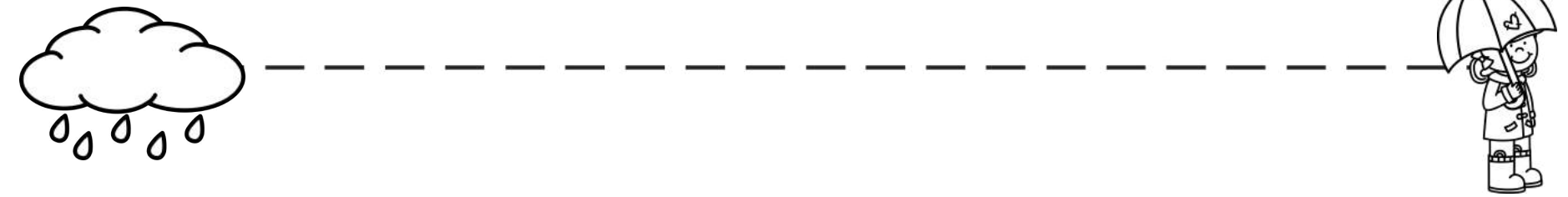


Trace the lines.

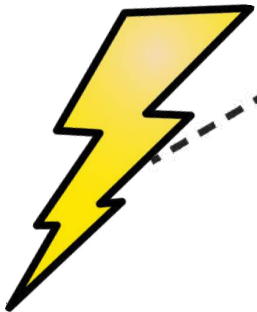
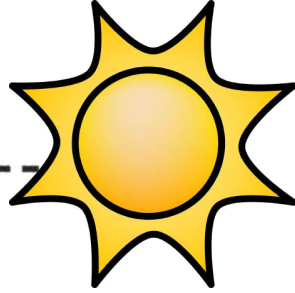
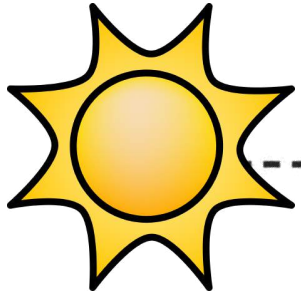
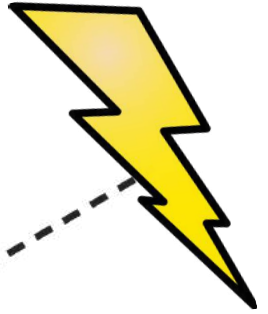


Name \_\_\_\_\_

Trace the line from left to right.

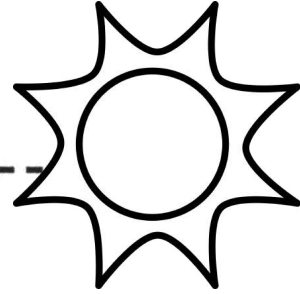
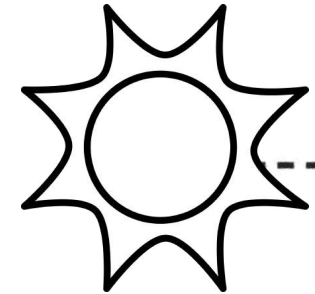
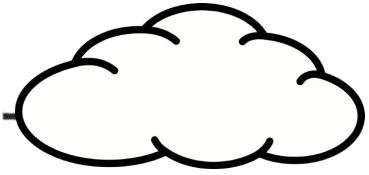
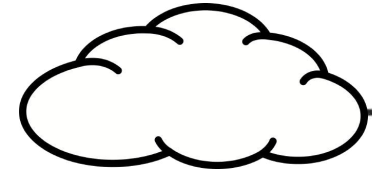
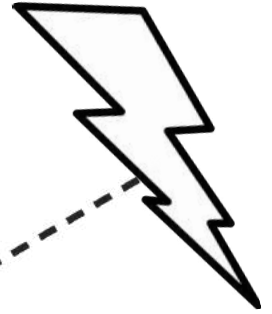


Trace the lines.

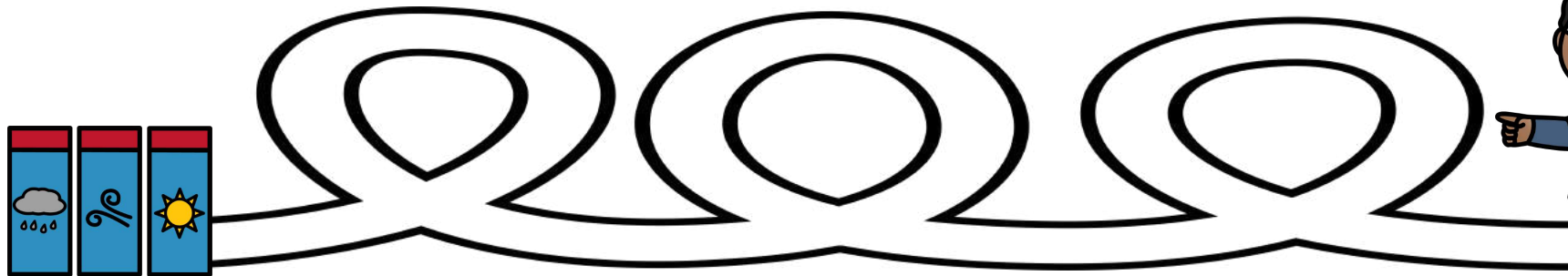
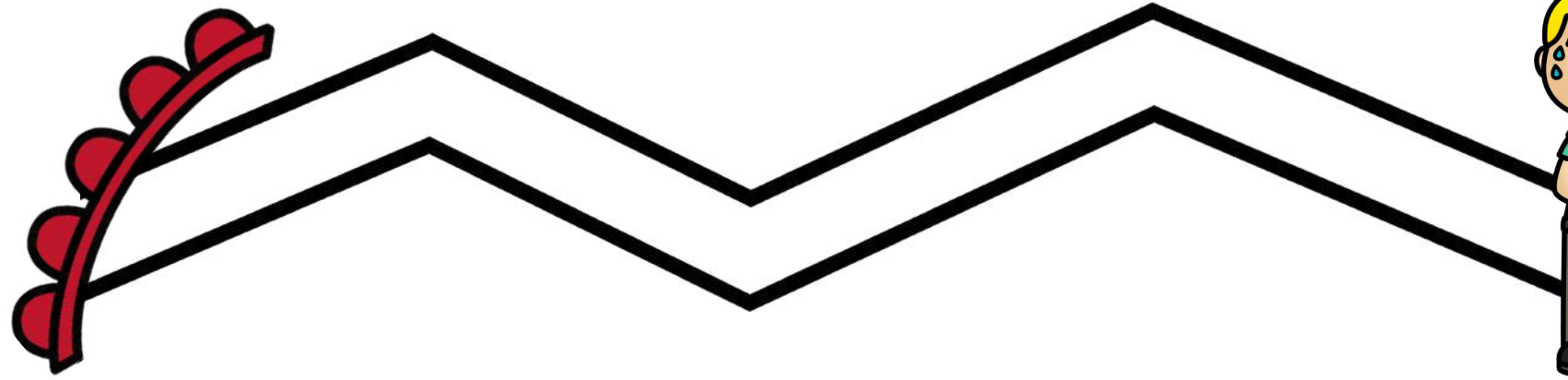
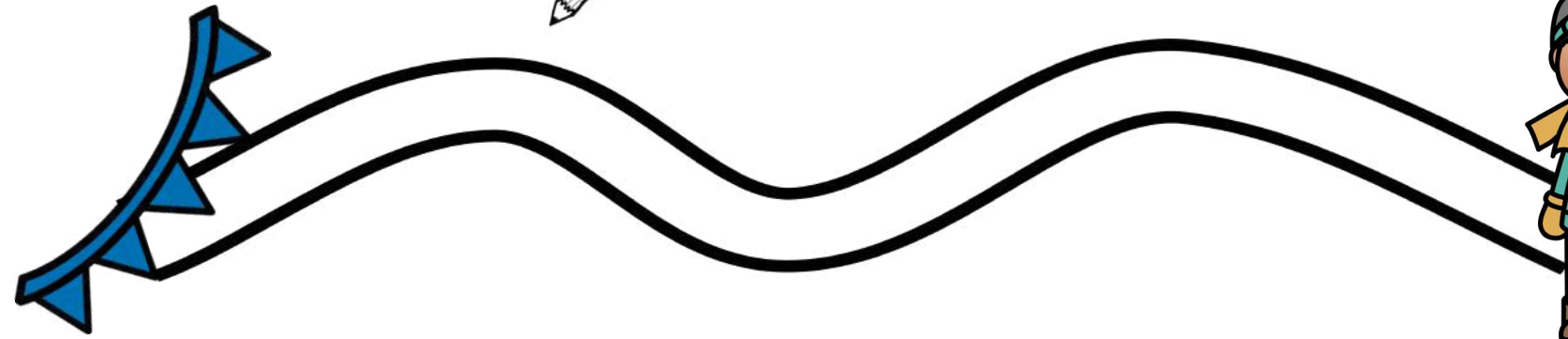


Name \_\_\_\_\_

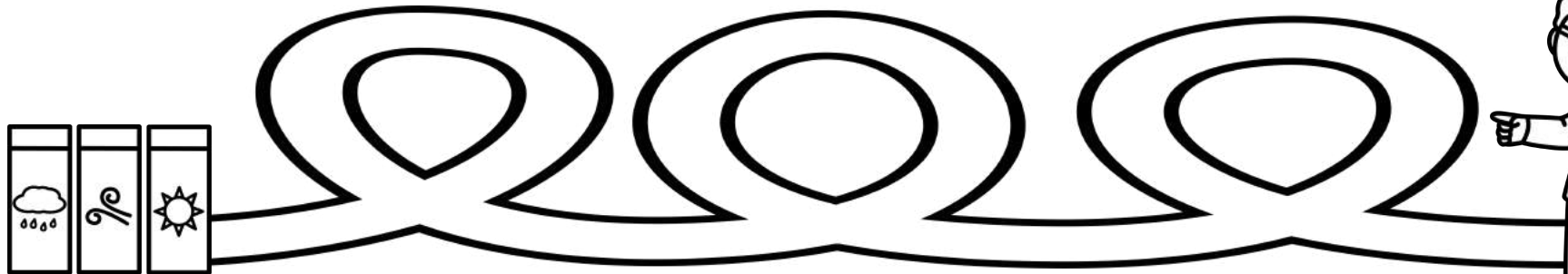
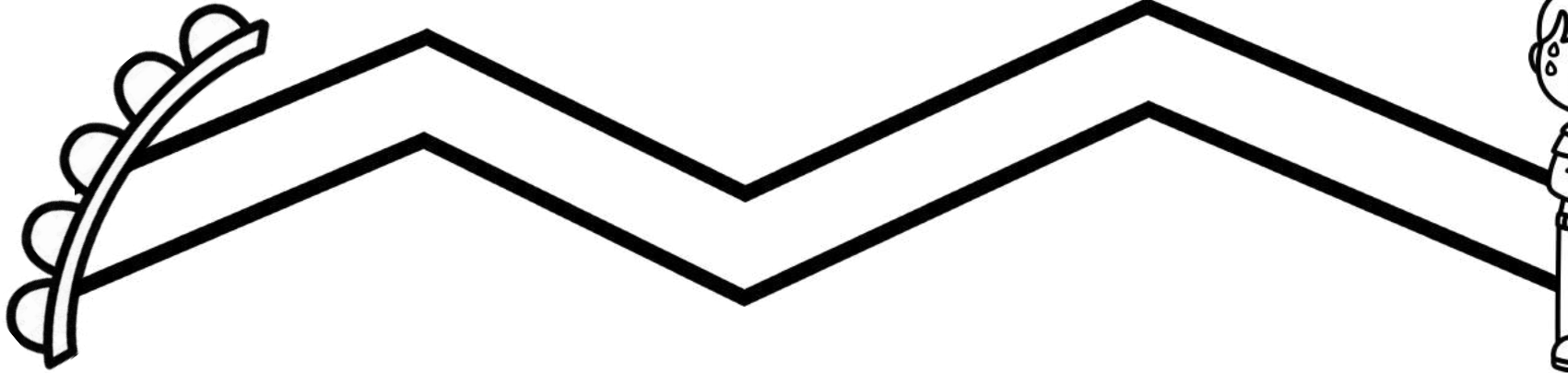
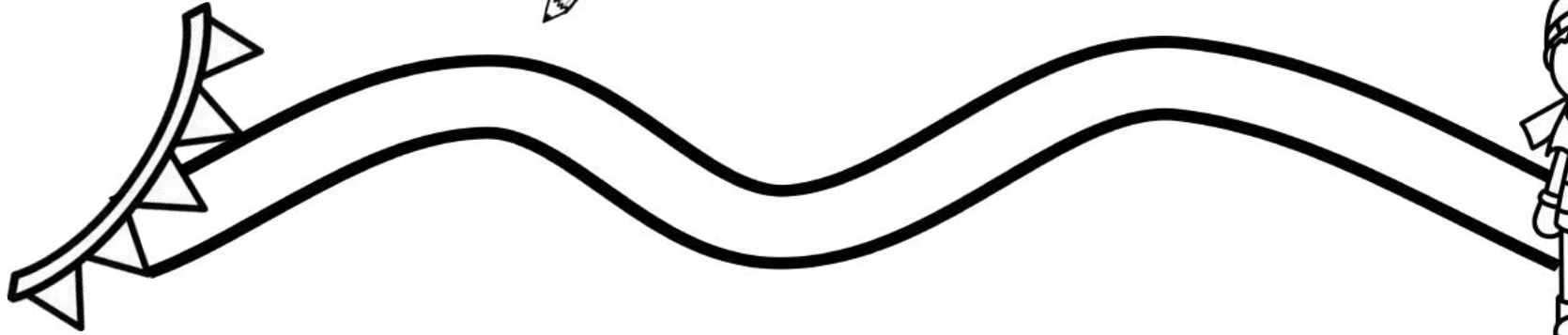
Trace the line from left to right.



Trace the lines.

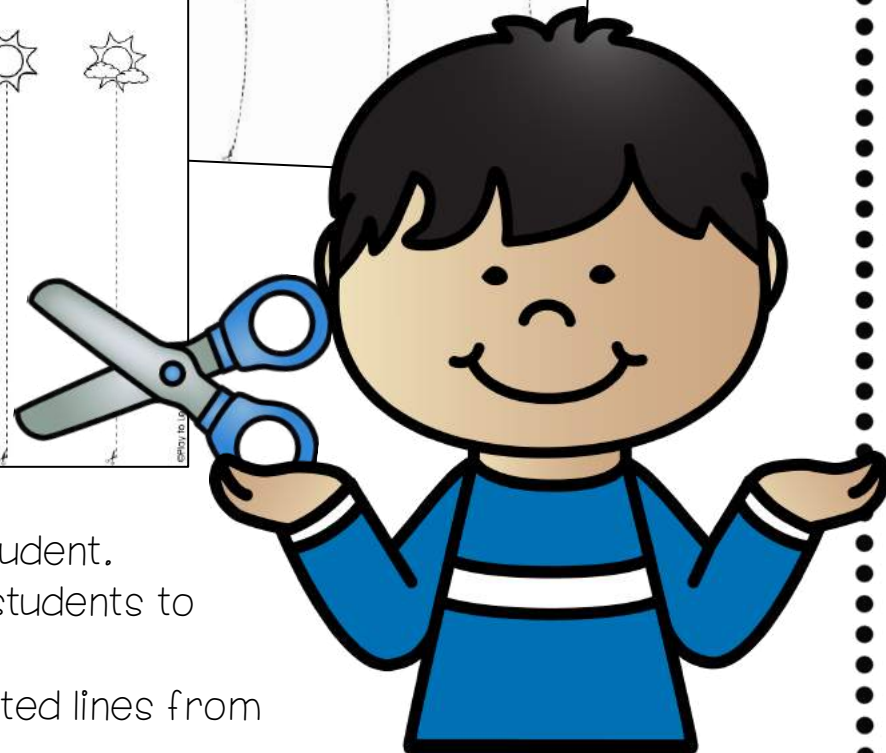
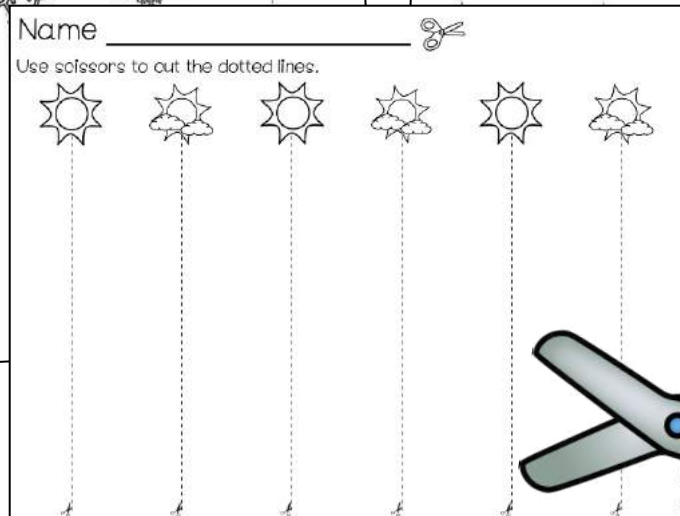
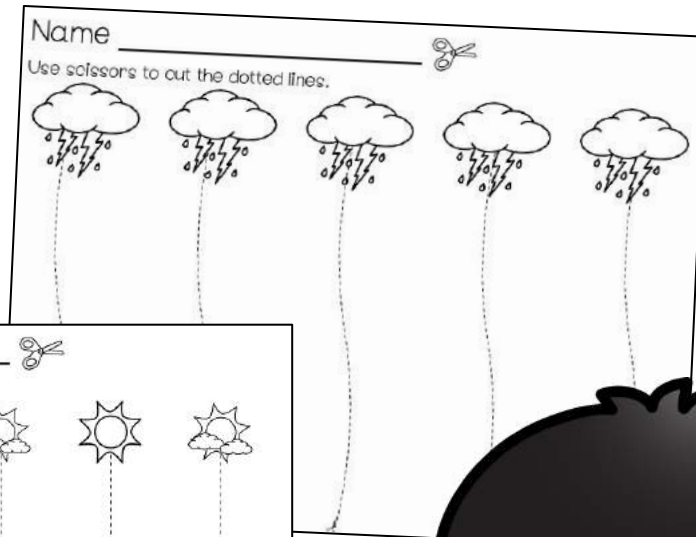
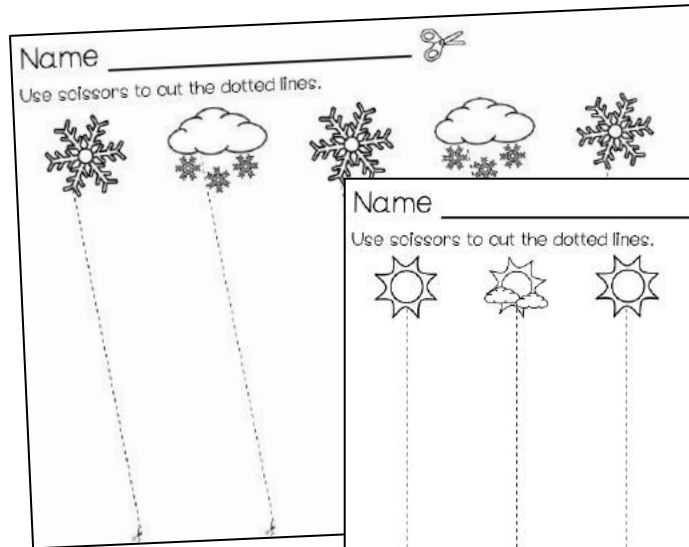


Trace the lines.



# Cutting Practice

**Objective:** The students coordinate eye-hand movement and control the small muscles in their hands.



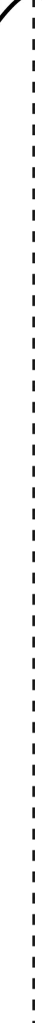
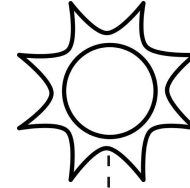
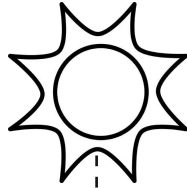
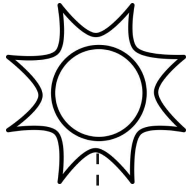
**Preparation:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

**Procedure:** The students will cut along the dotted lines from the bottom of the page to the top.

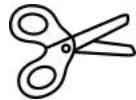
Name \_\_\_\_\_



Use scissors to cut the dotted lines.



Name \_\_\_\_\_



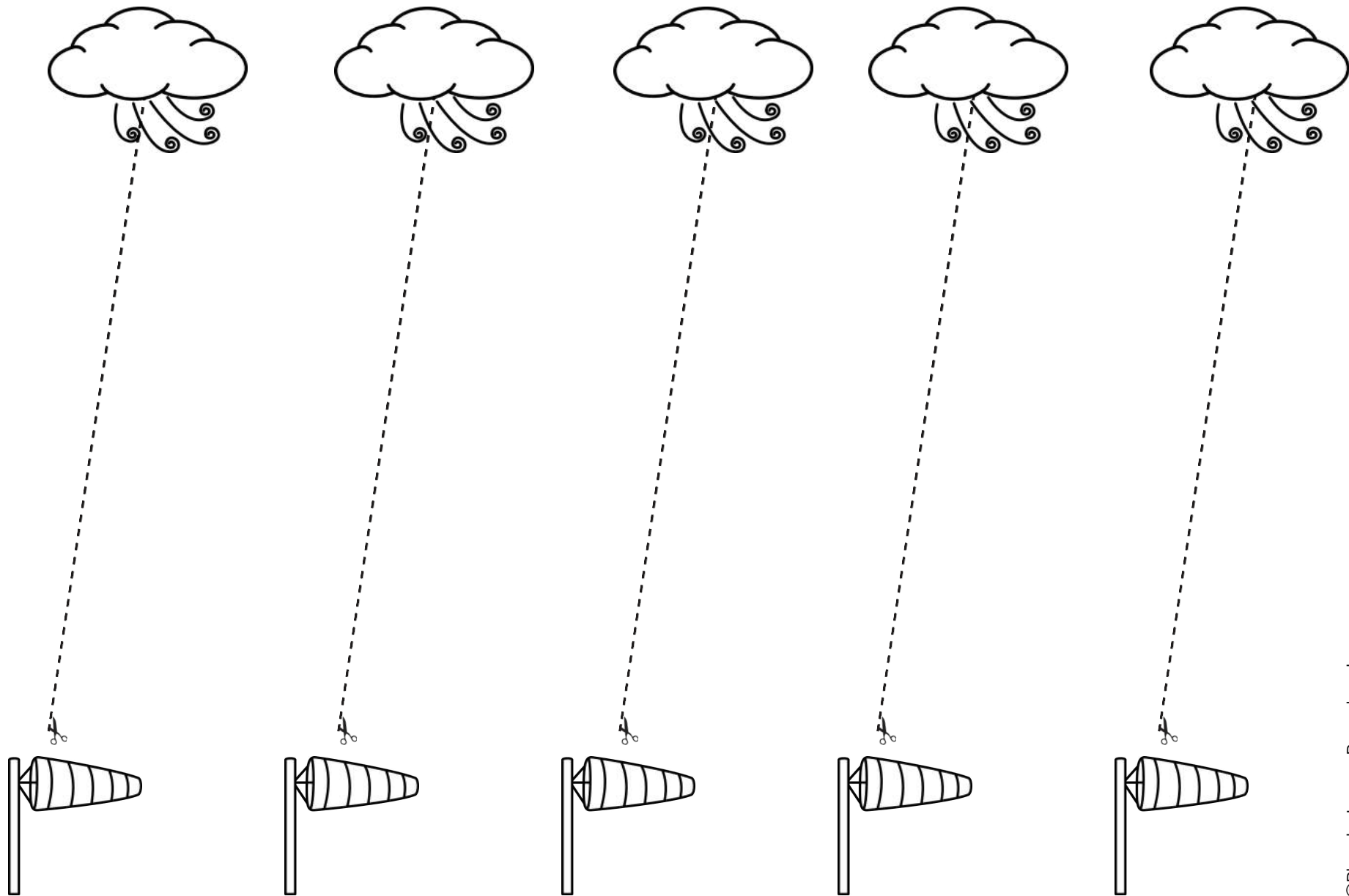
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



Use scissors to cut the dotted lines.



Name \_\_\_\_\_



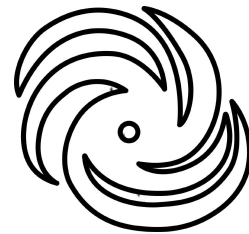
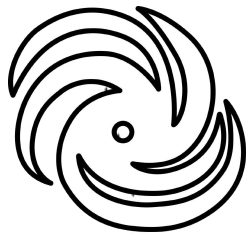
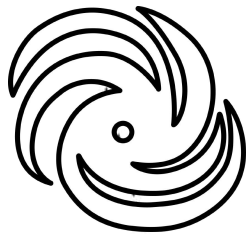
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



Use scissors to cut the dotted lines.



# Matching

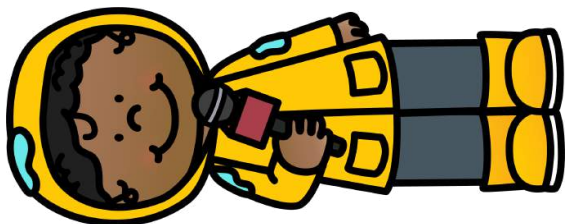
**Objective:** The students will compare objects.

**Preparation:** Copy each puzzle, cut apart, then laminate.

**Procedure:** Students match the pictures and assemble the 2-piece puzzles.



1



wet weather reporter

2



snow

2



cold weather reporter

3



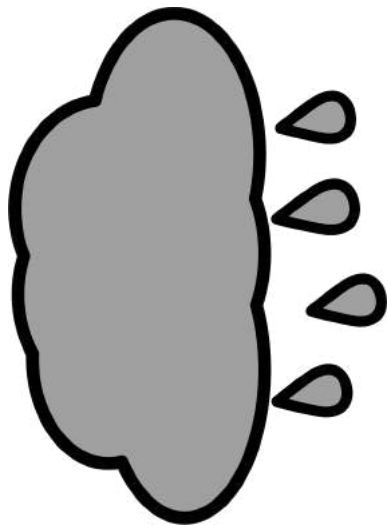
wind

3



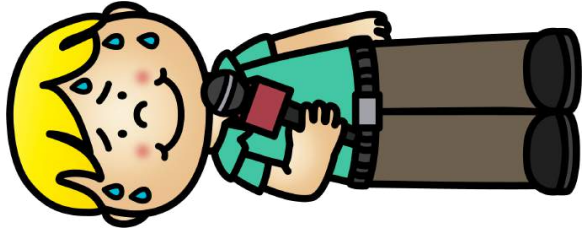
windy weather reporter

1



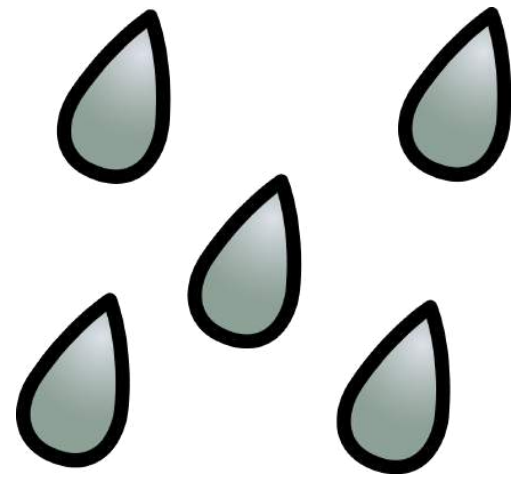
rain

4



hot weather reporter

5



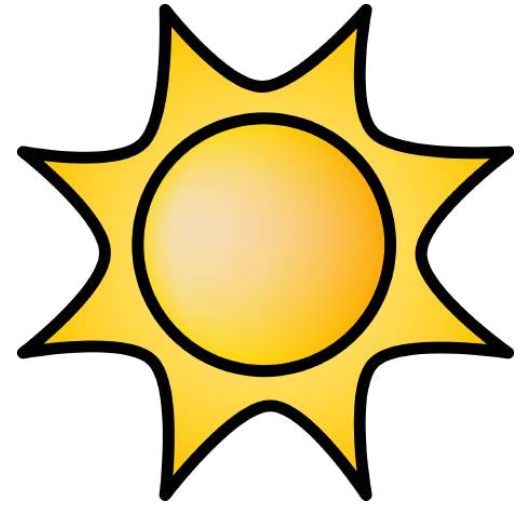
rain

5



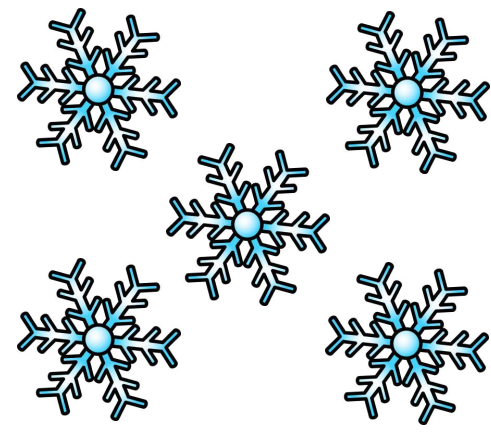
rain cloud

4



sun

6



snow

6



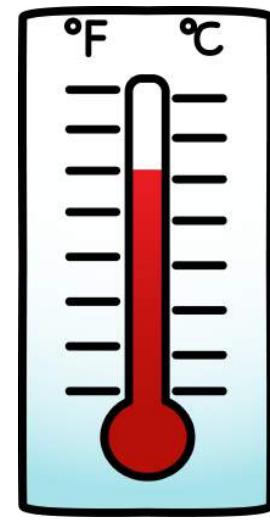
snow cloud

7



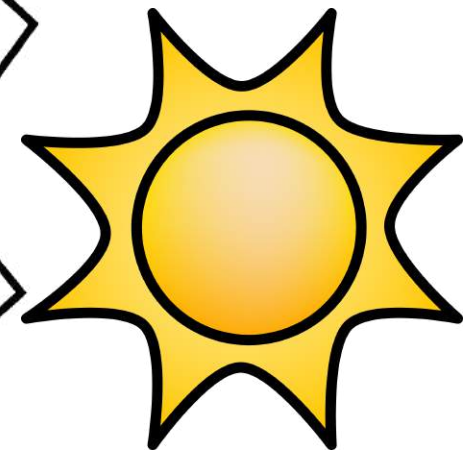
snowflake

8



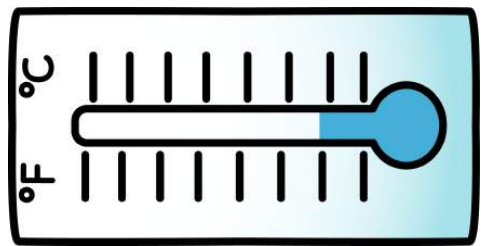
hot thermometer

8



sun

7



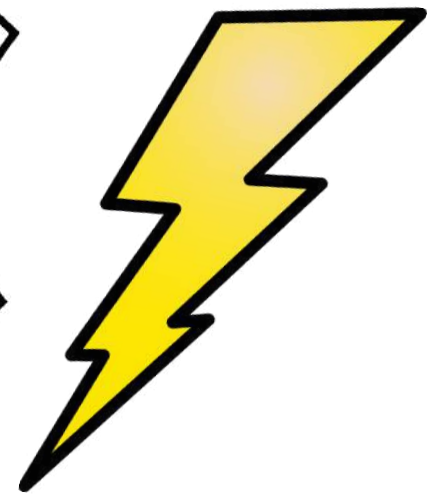
cold thermometer

9



thunderstorm

9



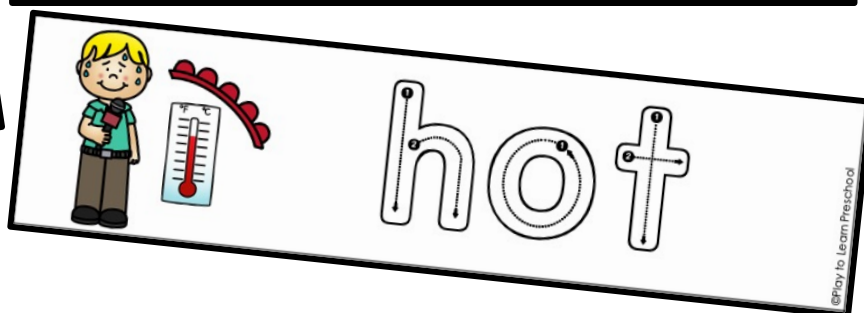
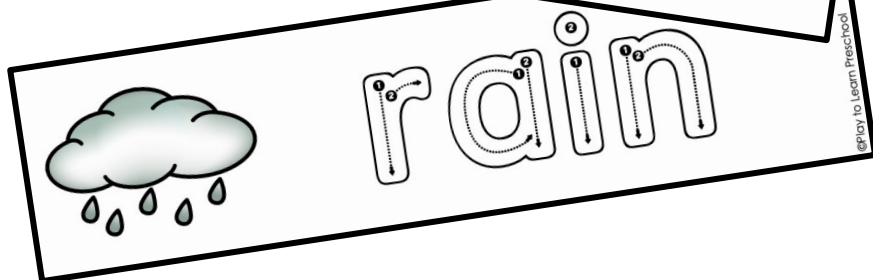
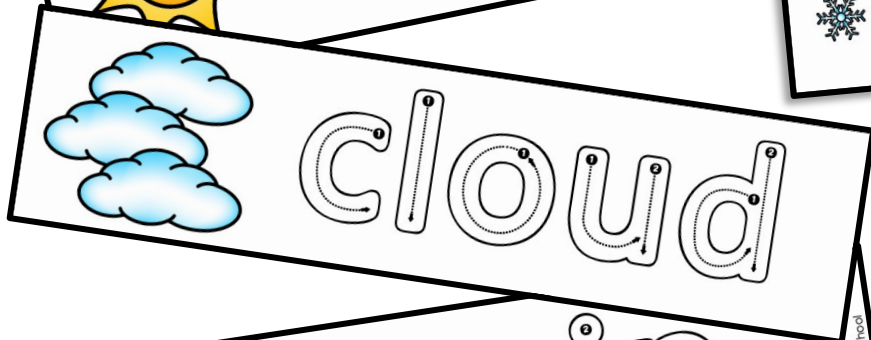
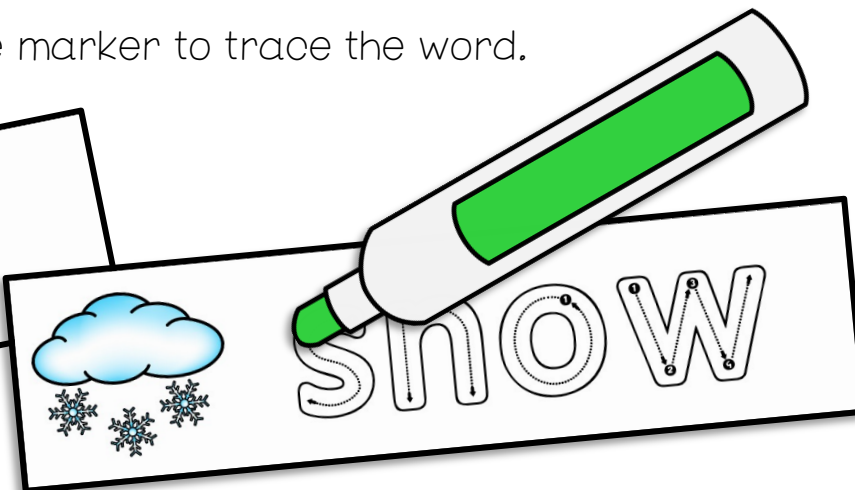
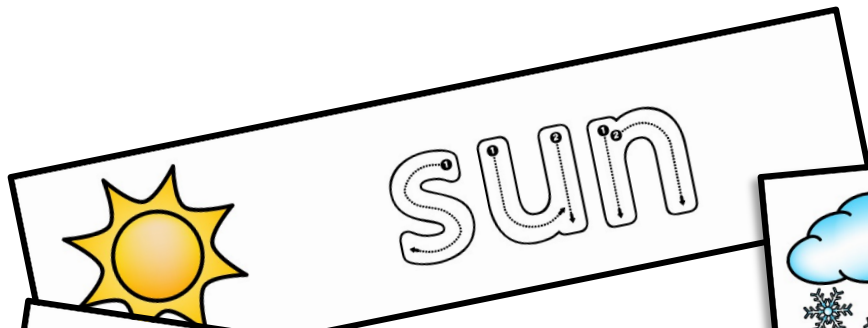
lightning

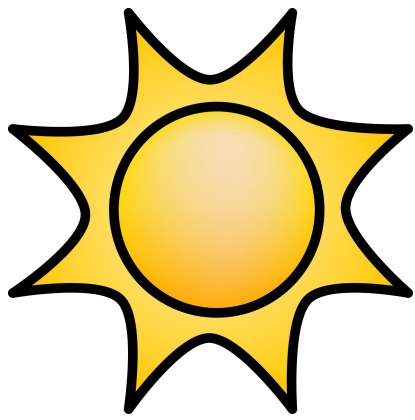
# Writing Practice

**Objective:** The students will write letters.

**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

**Procedure:** Students use a dry erase marker to trace the word.





sun



cloud



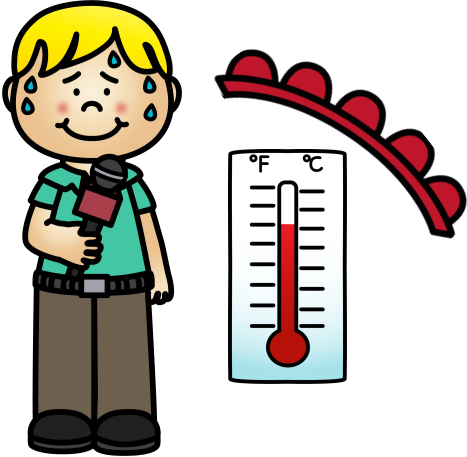
rain



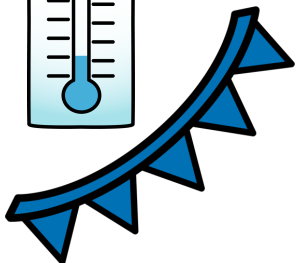
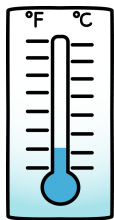
s n o w



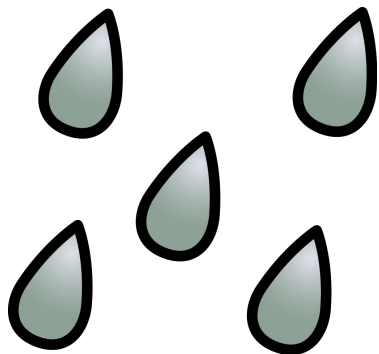
w i n d



h o t



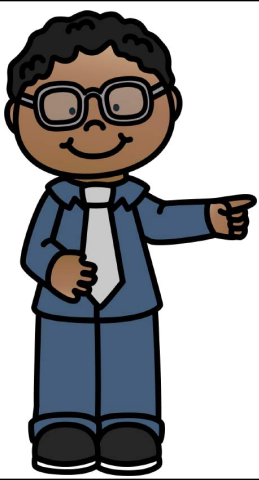
c o l d



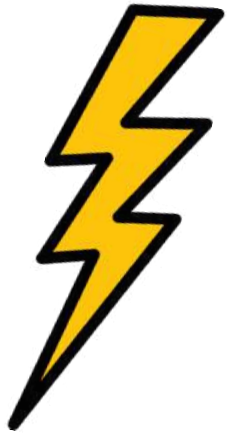
r a i n



s t o r m



w e a t h e r  
r e p o r t e r



l i g h t n i n g



w e a t h e r  
r e p o r t e r

# Visual Discrimination

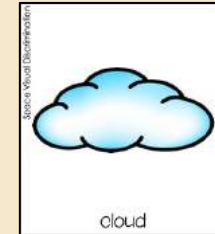
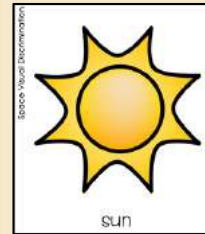
## File Folder Game

**Objective:** The students will use visual discrimination skills to match the items.

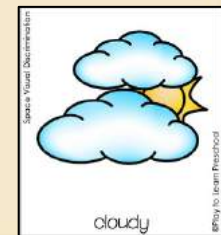
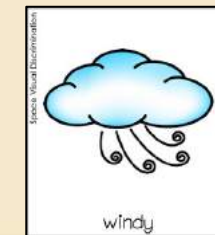
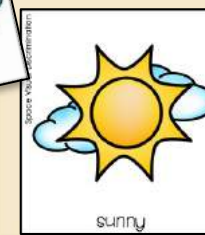
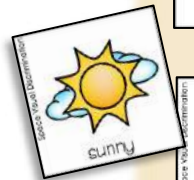
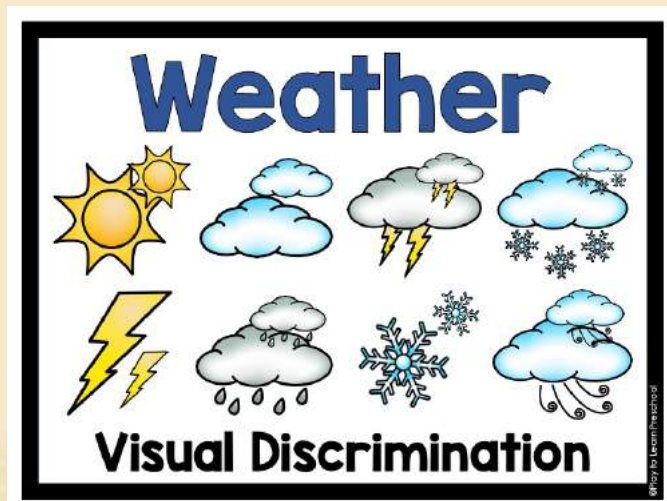
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students place matching pictures together.

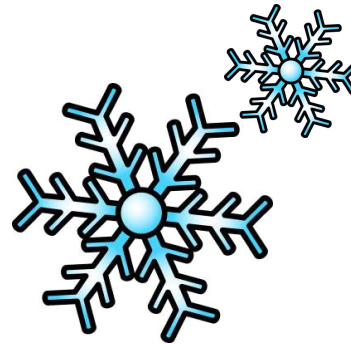
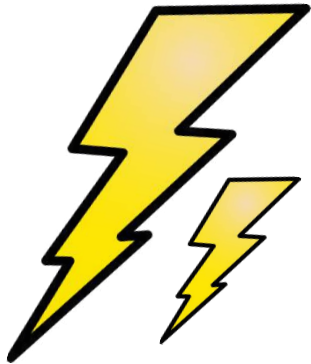
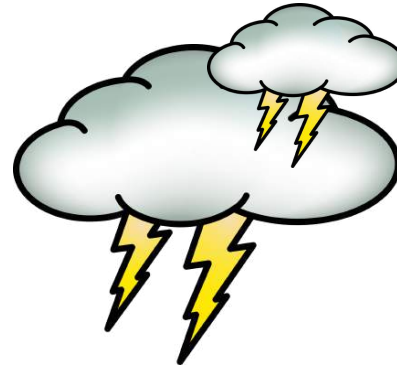
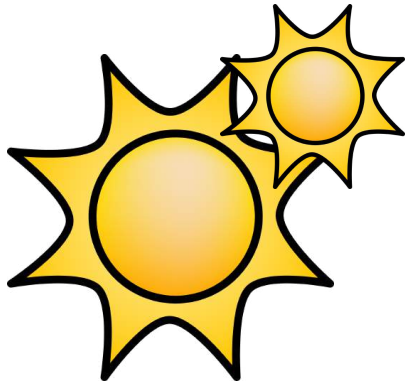
## Visual Discrimination



## Visual Discrimination

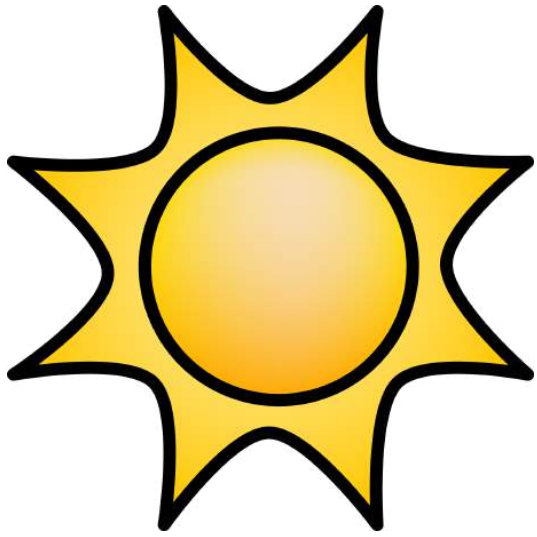


# Weather



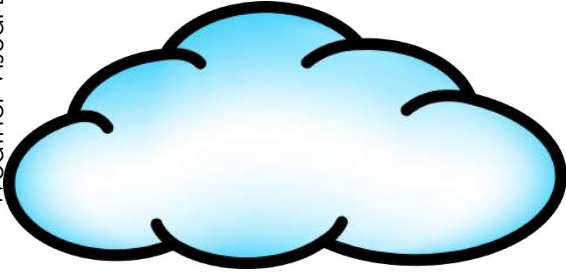
## Visual Discrimination

Weather Visual Discrimination



sun

Weather Visual Discrimination



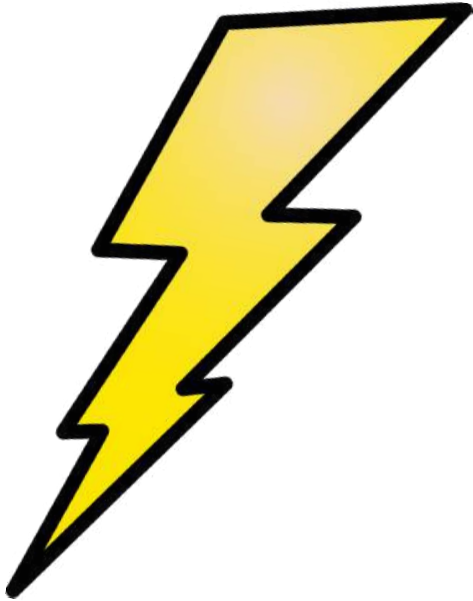
cloud

Weather Visual Discrimination



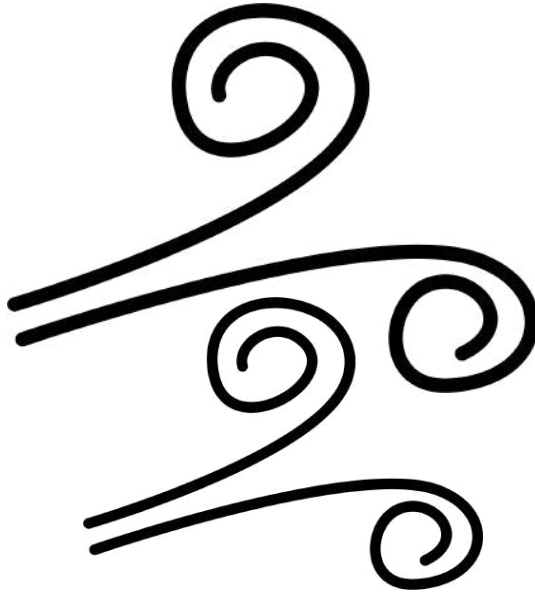
snowflake

Weather Visual Discrimination



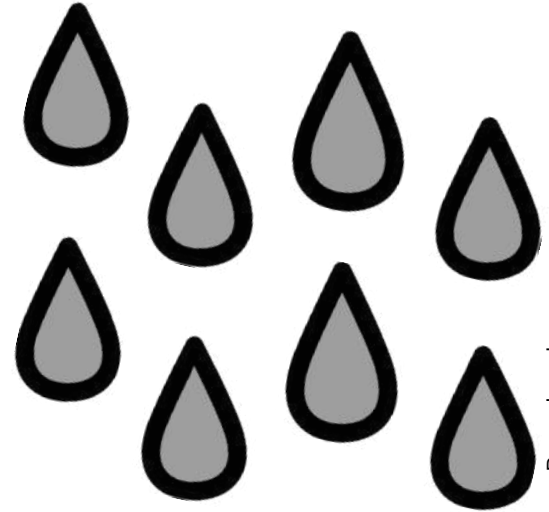
lightning

Weather Visual Discrimination



wind

Weather Visual Discrimination



rain

Weather Visual Discrimination



stormy

Weather Visual Discrimination



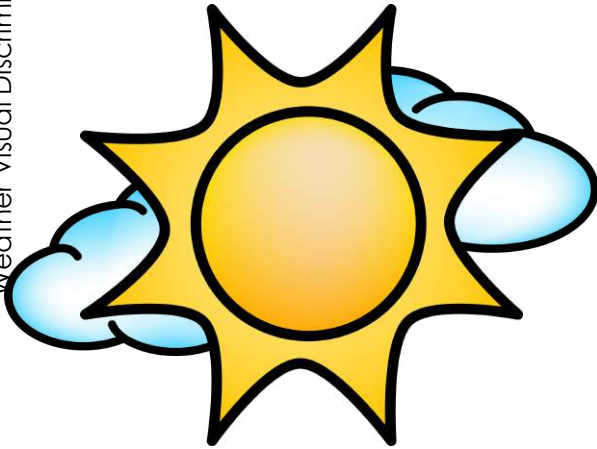
snowy

Weather Visual Discrimination



rainy

Weather Visual Discrimination



sunny

Weather Visual Discrimination



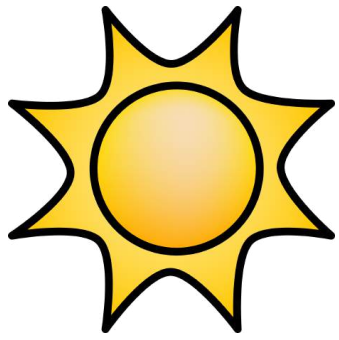
windy

Weather Visual Discrimination



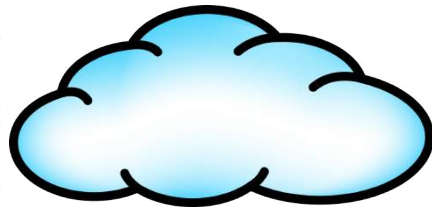
cloudy

Weather Visual Discrimination



sunny

Weather Visual Discrimination



cloud

Weather Visual Discrimination



stormy

Weather Visual Discrimination



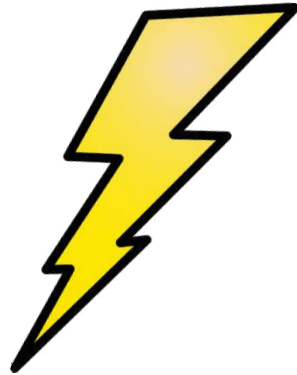
snowy

Weather Visual Discrimination



snowflake

Weather Visual Discrimination



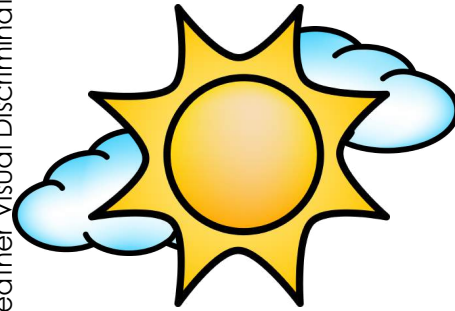
lightning

Weather Visual Discrimination



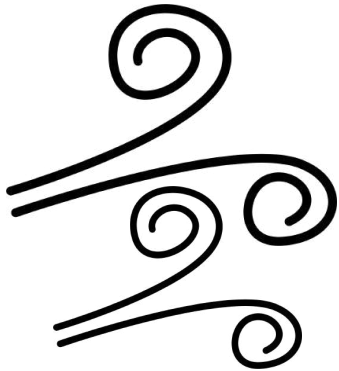
rainy

Weather Visual Discrimination



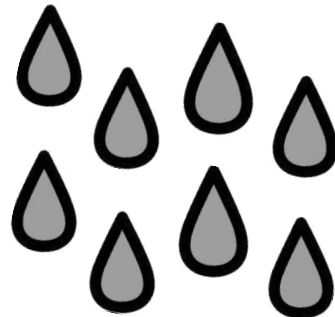
sunny

Weather Visual Discrimination



wind

Weather Visual Discrimination



rain

Weather Visual Discrimination



windy

Weather Visual Discrimination



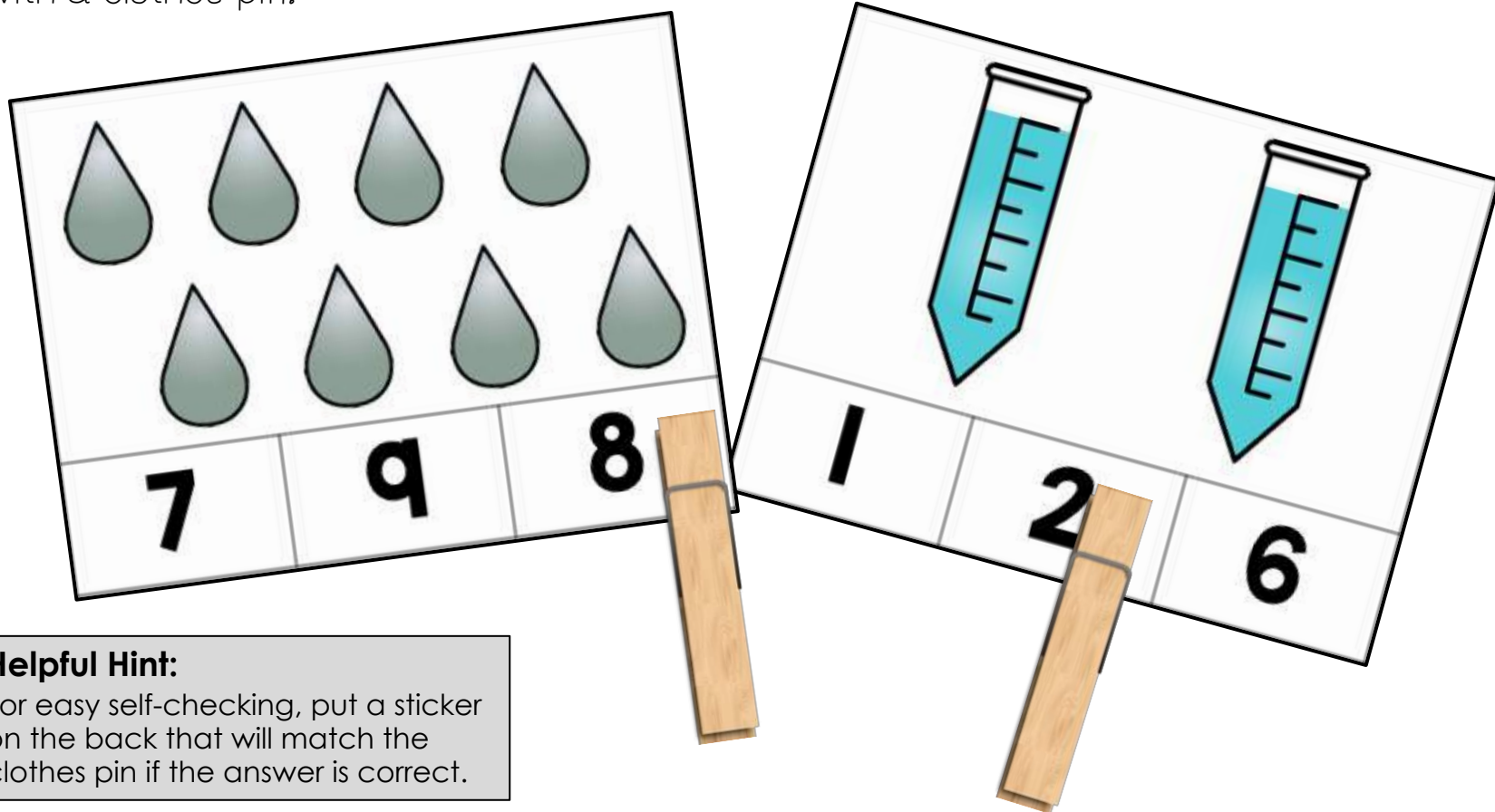
cloudy

# Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

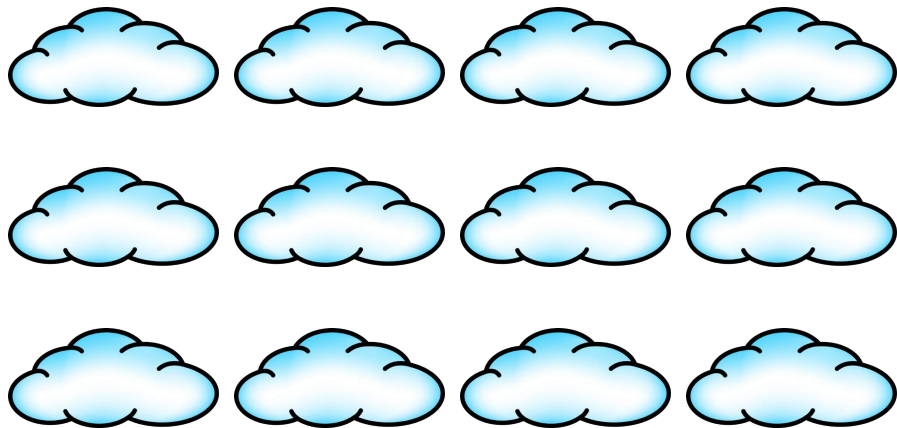
**Preparation:** Print the cards, mat, cut apart, then laminate.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.



## Helpful Hint:

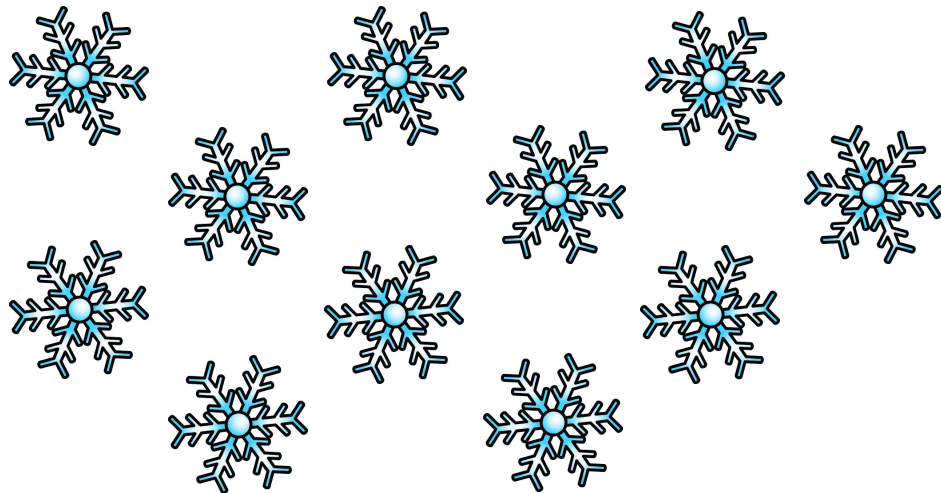
For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



12

8

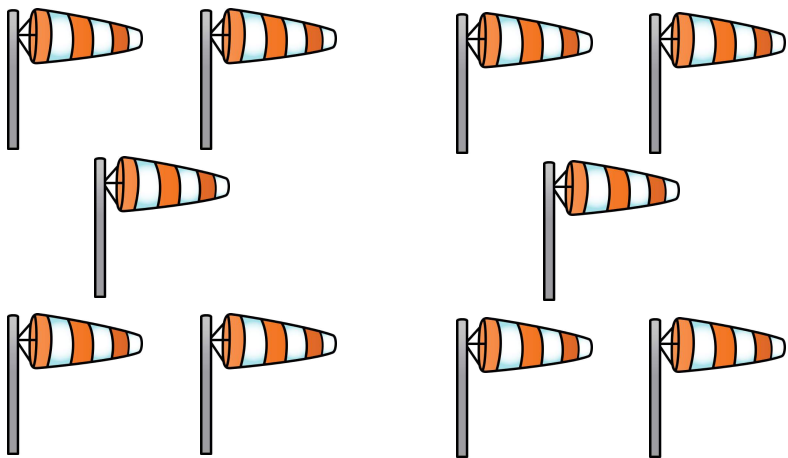
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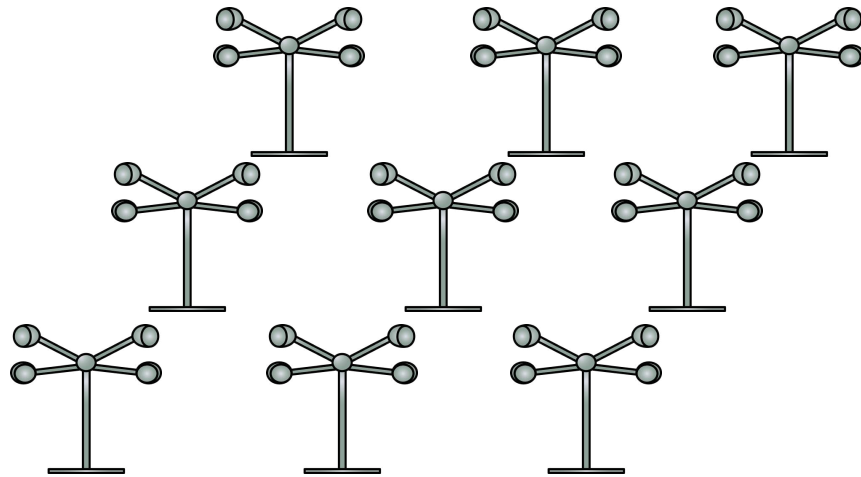
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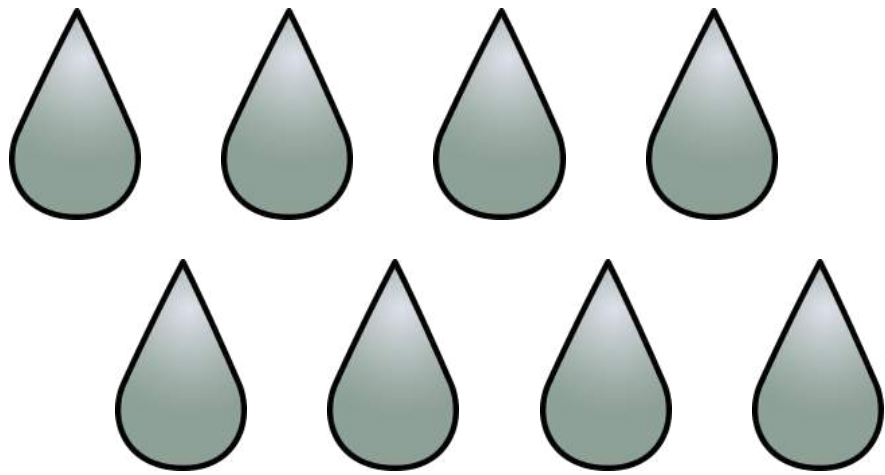
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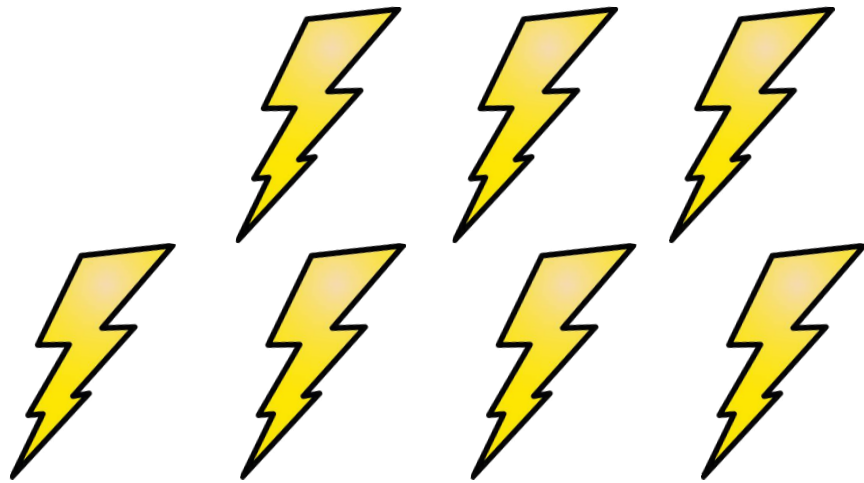
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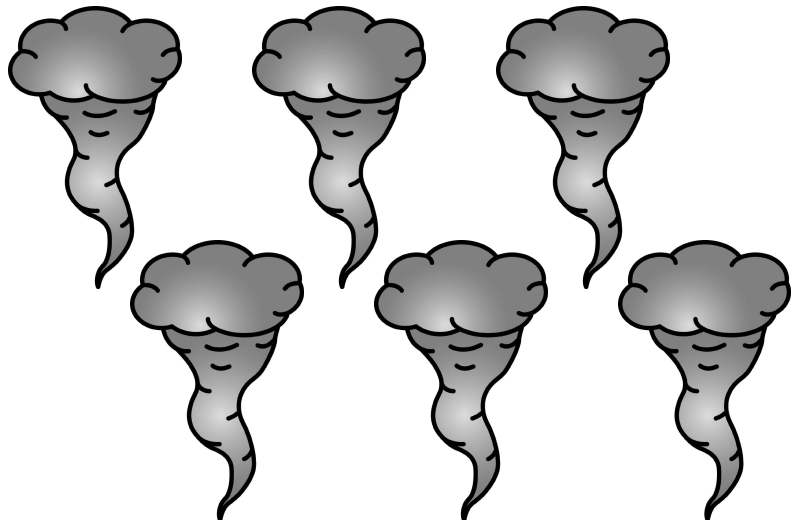
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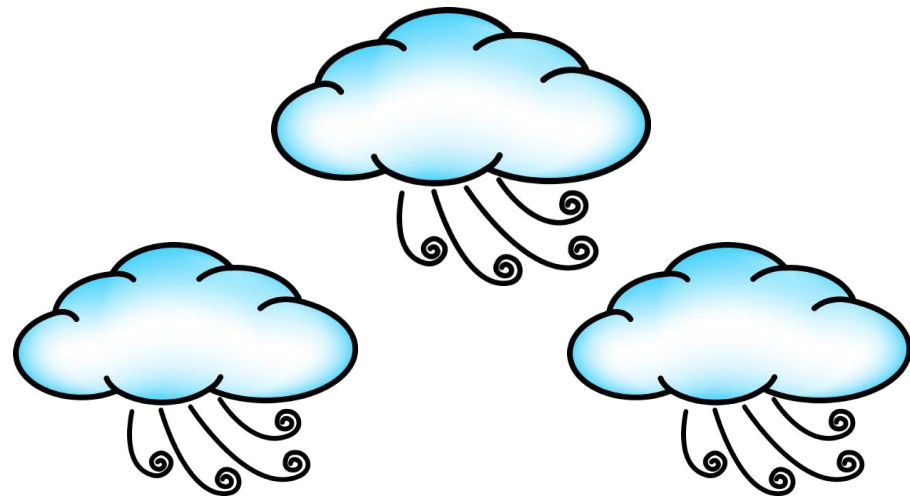
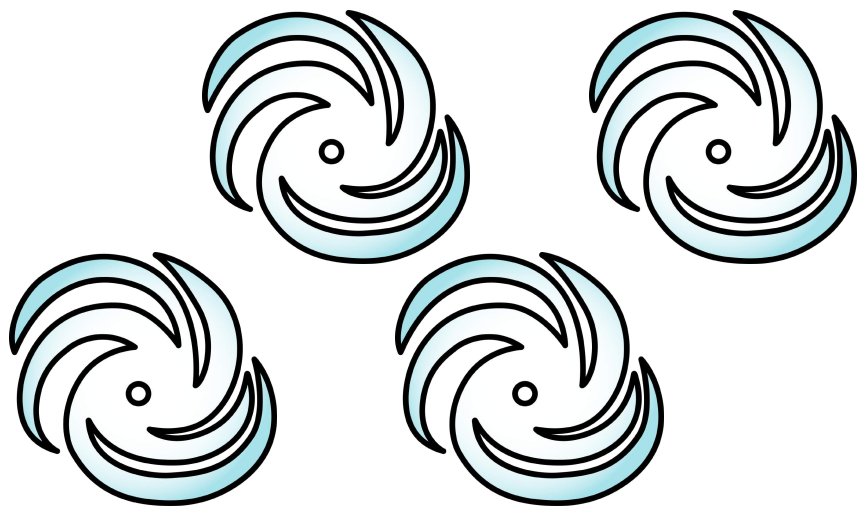
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10

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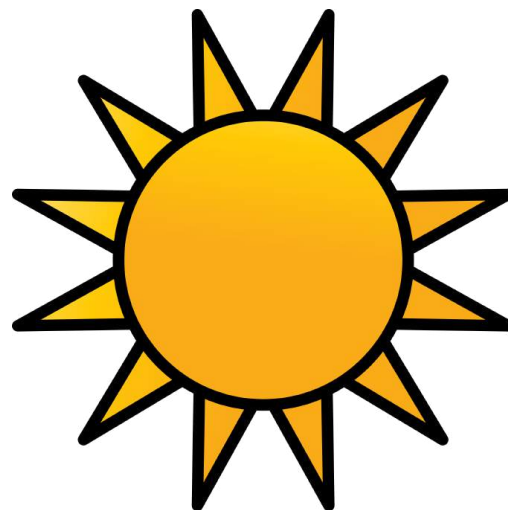
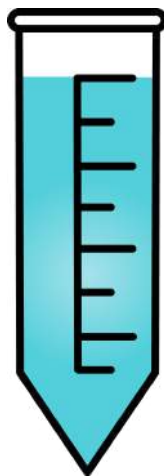
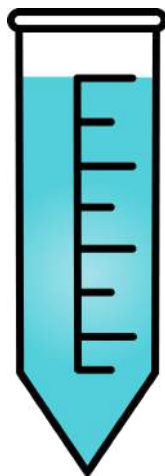
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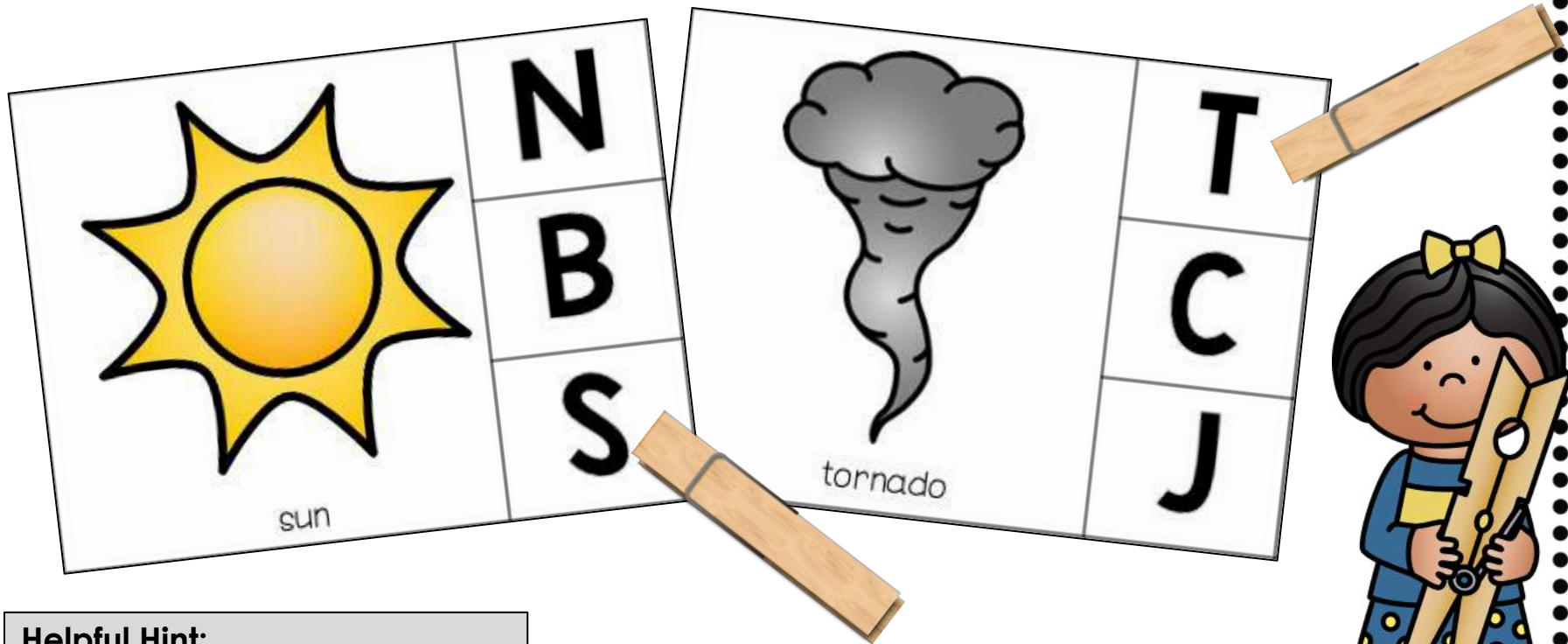
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# Beginning Sound Clips

**Objective:** Students will identify the first sound of each picture and locate the corresponding letter.

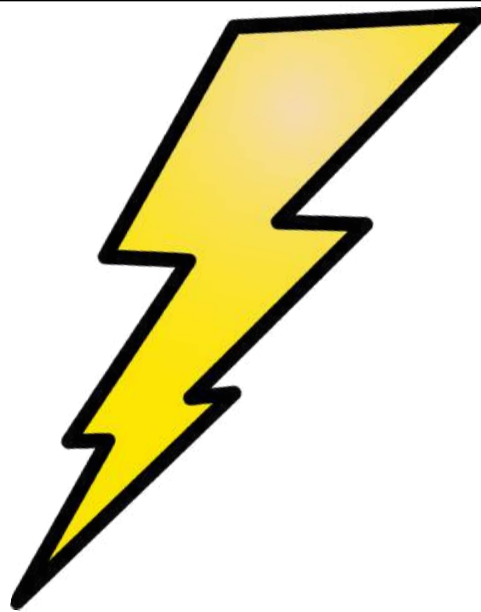
**Preparation:** Print the cards, mat, cut apart, then laminate.

**Procedure:** Students say the picture and listen for the first sound. Then they attach a clothes pin to the matching letter.



## Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



lightning

C

L

P

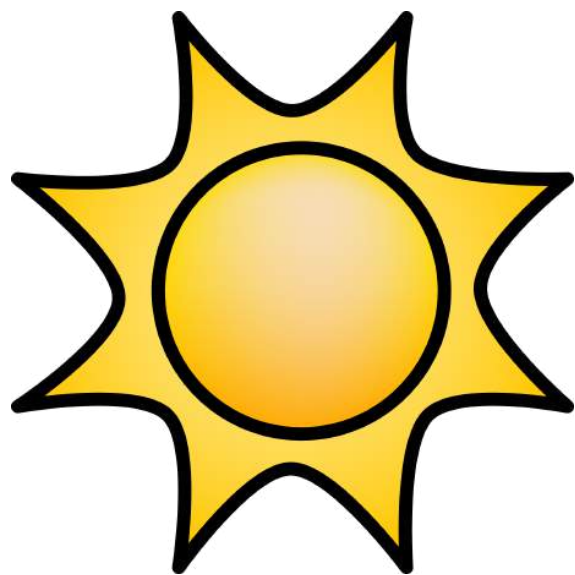


snowflake

D

F

S

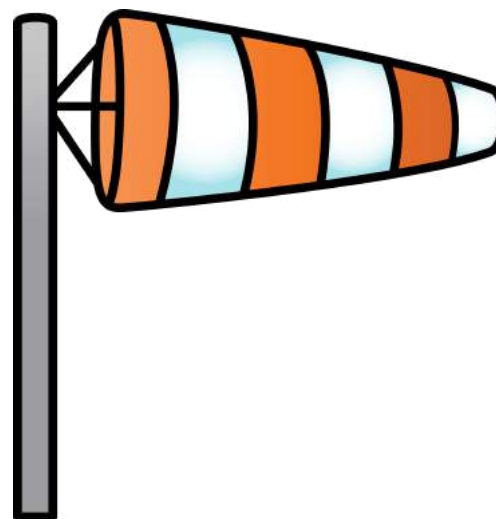


sun

N

B

S

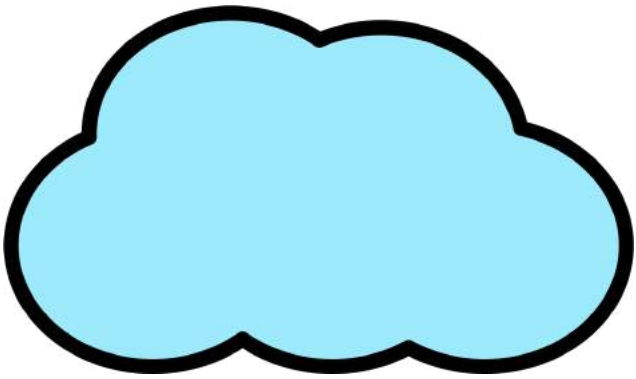


windsock

T

W

C

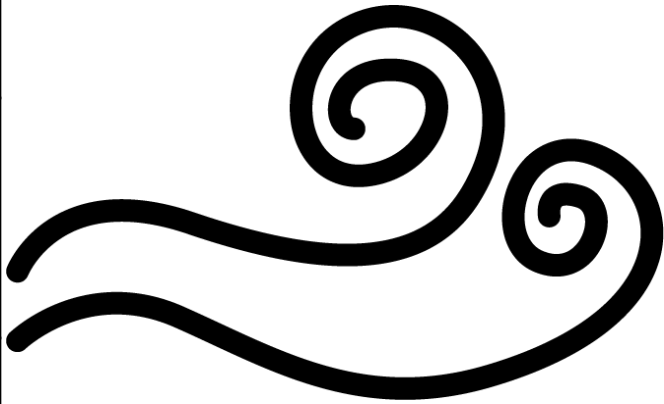


cloud

T

C

J

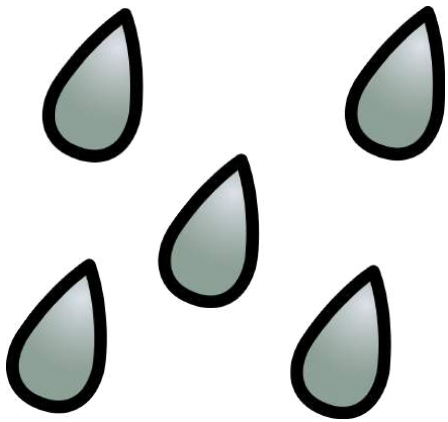


wind

S

P

W

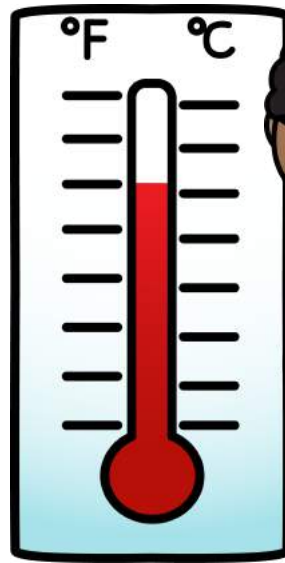


rain

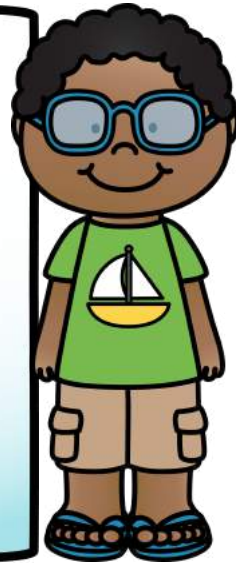
G

D

R



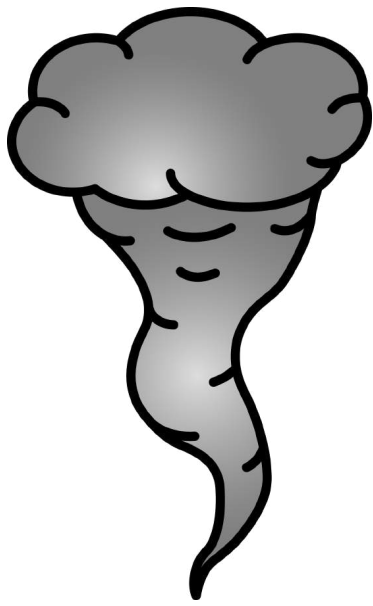
hot



B

H

K

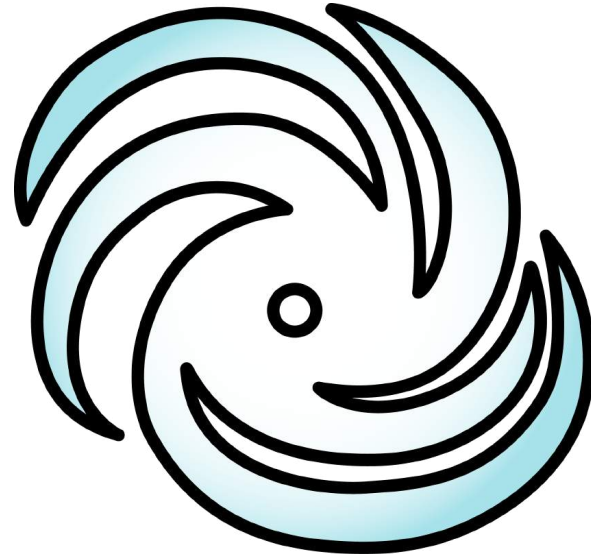


tornado

T

C

J



hurricane

S

P

H



storm

G

S

R



cold



B

H

C



# Weather Books

for Preschoolers



## General Weather

- *Elmer's Weather* by David McKee
- *Maisy's Wonderful Weather Book* by Lucy Cousins
- *More than Sunny* by Shelley Johannes
- *Sometimes Rain* by Meg Fleming
- *Do I have to Wear a Coat?* by Rachel Isadora
- *The Weather Girls* by Aki
- *What Kind of Weather?* by Dona Rice
- *What Will the Weather Be Like Today?* by Paul Rogers

## Sun

- *Cloudy Day Sunny Day* by Donald Crews
- *Sunny Weather* by Sally Lee
- *Sunlight* by Erin Edison
- *Sunshine* by Helen Cox Cannons

## Snow

- *The Snowy Day* by Ezra Jack Keats
- *Snow* by Erin Edison
- *It's Snowing* by Gail Gibbons
- *Snow* by Helen Cox Cannons

## Wind

- *The Wind Blew* by Pat Hutchins
- *Like a Windy Day* by Frank and Devin Asch
- *Wind* by Erin Edison

## Rain

- *Raindrop, Plop!* by Wendy Cheyette Lewison
- *Singing in the Rain* by Tim Hopgood
- *Split! Splat!* by Amy Gibson
- *Worm Weather* by Jean Taft
- *Rain* by Erin Edison
- *It's Raining* by Gail Gibbons
- *Rain* by Helen Cox Cannons

## General Weather Non-Fiction

- *Weather Forecasting* by Gail Gibbons
- *Weather Words and What they Mean* by Gail Gibbons
- *Weather Usborne Beginners* by Catriona Clarke
- *Weather (First Discovery Books)* by Gallimard Jeunesse
- *Wonderful World of Weather* by Kay Barnham
- *Look Inside Wild Weather* by Usborne Books
- *Weather* by Jim McDonald
- *Fall Weather* by Martha E. H. Rustad
- *What's the Weather?* by Scholastic
- *Weather* by Lisa M. Gerry
- *All About Weather! A First Weather Book for Kids!* By Huda Harajli

## Storms, Tornadoes, Hurricanes and Lightning

- *When the Storm Comes* by Linda Ashman
- *Storm is Coming* by Heather Tekavec
- *The Wonder of Thunder* by Sharon Purtill
- *Tornadoes!* by Gail Gibbons
- *Lightning* by Erin Edison
- *Hurricanes!* by Gail Gibbons
- *Thunder and Lightning* by Helen Cox Cannons

## Clouds

- *It Looked Like Spilt Milk* by Charles G Shaw
- *Little Cloud* by Eric Carle
- *Clouds* by Erin Edison
- *The Cloud Book* by Tomie dePaola
- *Clouds* by Anne Rockwell
- *Clouds* by National Geographic Kids
- *Shapes in the Sky* by Josepha Sherman
- *Clouds* by Helen Cox Cannons

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for preschool and Pre-K learners:

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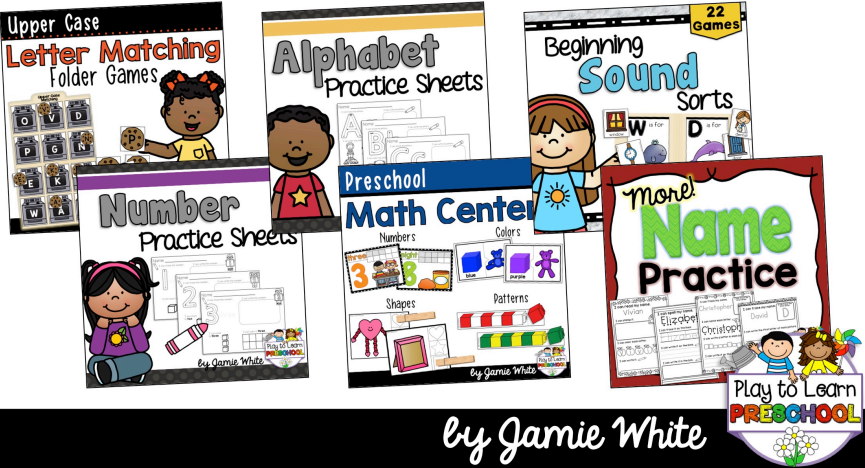


Printable Resources for

# Preschool Learners

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