

Weekly Plan: 03/23/20 - 03/27/20

Teacher: *Mrs. Natalie* ~ Teacher Assistants: *Mrs. Aida, Ms. Cherie*

UNIT TITLE: Water

WEEK: 2 of 4

Essential Question: What does water do?

Focus Question: What happens to water when it changes temperature?

Focus Vocabulary: boil, conclude, condensation, evaporate, form, freeze, gas, ice, liquid, melt, meteorologist, observe, precipitation, predict, solid, state

Essential idea(s): Students will discuss and identify how temperature makes water change.

Weekdays	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine	<ul style="list-style-type: none"> Students proceed to wash their hands and have breakfast at the tables. Have Students sign their name each day. 				
Large Group Meeting QOD <i>(Question of the Day)</i>	Good Morning song; Calendar/ Days of the week song; Weather Chart; QOD; *Assign 1 Job for the week. What do you know about how temperature makes water change? KWL chart (below)	Good Morning song; Calendar/ Days of the week song; Weather Chart; QOD; How does cold temperature affect water? Allow your child to share their ideas, then discuss the question.	Good Morning song; Calendar/ Days of the week song; Weather Chart; QOD; What do you know about snow? Watch a short video on how snow is formed (What Makes it Snow? Winter Precipitation for Kids) https://youtu.be/M8oM9jF3P5M Resume discussion.	Good Morning song; Calendar/ Days of the week song; Weather Chart; QOD; How does warm or hot temperature affect water? Allow your child to share their ideas, then discuss the question.	Good Morning song; Calendar/ Days of the week song; Weather Chart; QOD; What did you learn about how temperature makes water change? KWL chart (below)

<p>Foundational Text</p>	<p style="text-align: center;">Rain! by Linda Ashman https://youtu.be/1hCh5IR9jTg Snow by Uri Shulevitz https://youtu.be/6bcB0sC34Uc</p> <p>* These books may also be available digitally through the NYC Public Library website & on Kindle or Nook.</p>
<p>Centers & NYS Pre-k standards</p>	<ul style="list-style-type: none"> ● ART: Make colored ice cubes out of water and food coloring. Insert a Popsicle stick into the water as it freezes to create a handle for children to hold while painting. Children can then use the colored ice paint. Before they begin painting, ask them to predict how the paints will work and what will happen as they use them. PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment. ● MATH & MANIPULATIVES: Drops on a Penny: Provide a penny, a pipette and a container of water. Invite children to see how many drops of water they can fit on the penny. Encourage children to count each drop of water as it is placed on the penny and share how many drops there are on the penny throughout the activity. PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality. √ Opportunity for Assessment: Does the child say the number names in order and pair one number with each drop of water? Does s/he understand that the last number name said tells the number of drops counted? ● SCIENCE: Students will use ice (in a tray or bowl), and their hands to explore how water changes. PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment. ● BLOCKS: Tunnels: Supply empty, clean cardboard tubes such as paper towel, toilet paper and wrapping paper tubes. Invite children to pretend the tubes are tunnels and to use them as they build. PK.AL.1: Actively and confidently engages in play as a means of exploration and learning. ● DRAMATIC PLAY: Invite children to use raincoats, hats, boots, and other waterproof clothing to pretend they are playing in the rain. PK.CKW.4 (Science): Observes and describes characteristics of earth and space. ● WRITING: Students will use the vocabulary words book to discuss and explore words and concepts about our unit of study. PK.CLL.6 (Approaches to Communication): Demonstrates a growing expressive vocabulary

	<ul style="list-style-type: none"> ● <u>LIBRARY</u>: Students will explore books related to Water <p>PK.CLL.7: With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p>
Outdoors	<p>Fish, Fish, Shark: Play Duck, Duck, Goose, replacing the words with fish, fish, shark.</p> <p>PK.PDH.2: Uses sensory information to plan and carry out movements.</p>
Music and Movement	<p>Freeze Dance: Play different kinds of music on a radio, CD player, or computer and encourage the children to dance freely or copy movements. Pause the music at various points and encourage students to “FREEZE!” when they hear the music stop.</p> <p>PK.PDH.2: Uses sensory information to plan and carry out movements.</p>
Computer / Technology	<p>Invite children to use the computer to listen to the sounds of rain.</p> <p>PK.PDH.1: Uses senses to assist and guide learning.</p> <p>√ Opportunity for Assessment: After listening, how does the child describe the sounds of rain?</p>
Cooking and Mixing	<p>Pre and Post Water: Invite children to use their senses to explore pasta and/or rice pre- and post-soaking or cooking in water. Discuss how water changes the pasta/rice.</p> <p>PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.</p>
Closing Meeting	<p>Story Time; discuss & share things from the day’s events.</p> <p>Sing: <i>The More We Get Together</i> https://youtu.be/VYJS_xckWY0</p>
Opportunities for differentiation and integration of goals for children with IEPs	<ul style="list-style-type: none"> ● Repeat directions; provide more time. ● Reference IEP recommendations.
Differentiation for children whose home language is a language other than English.	<ul style="list-style-type: none"> ● Use visual aids. ● When possible or needed, use words or phrases from the home language (ie. Spanish).

Family Engagement

Encourage parents to discuss where you can find water in your home or neighborhood. Next, have their child draw a picture of the place and write the word (or first letter of the word). For example, if they drew a sink then they should write “Sink” or “S” next to it. Additionally, the child should also write their name onto their work.

PQS 3.1: Capacity-Building: Primary Teacher

Rain! by Linda Ashman

PK.SED.2: Regulates his/her responses to needs, feelings and events.

<u>Level 1: Recall</u>	<u>Level 2: Skill/Concept</u>	<u>Level 3: Strategic Thinking</u>	<u>Level 4: Extended Thinking</u>
<ul style="list-style-type: none"> ● What does the boy wear outside in the rain? ● What does the boy order at the Rain or Shine Café? ● What does the man order at the Rain or Shine Café? ● What does the man forget at the café? 	<ul style="list-style-type: none"> ● How does the boy feel about the rain? How do you know? ● How does the man feel about the rain at the beginning of the story? How do you know? ● How does the man feel about the rain at the end of the story? How do you know? ● How did the boy help the man change his mind about the rain? 	<ul style="list-style-type: none"> ● How do you feel about going outside in the rain? Why? ● At the beginning of the story the man is very upset. What are some things that make you upset? ● The boy in the story is very happy. What are some things that make you happy? 	<ul style="list-style-type: none"> ● If you don't have a raincoat, hat or umbrella to wear outside in the rain, what can you do if you want to stay dry? ● The boy made the man feel better. When someone is upset what can you do to make him/her feel better?

Snow by Uri Shulevitz

PK.CKW.4 (Science): Observes and describes characteristics of earth and space.

<u>Level 1: Recall</u>	<u>Level 2: Skill/Concept</u>	<u>Level 3: Strategic Thinking</u>	<u>Level 4: Extended Thinking</u>
<ul style="list-style-type: none"> ● How did the city look before it started to snow? ● How did the city look when it was covered in snow? ● What does the man with the hat say about the snow? ● What does the woman with the umbrella say about the snow? 	<ul style="list-style-type: none"> ● Do you think the boy with the dog wanted it to snow? How do you know? ● The radio and television said, "No snow." The book says the snowflakes don't listen to the radio. What does that mean? ● The boy in this book is wearing a hat and scarf and the other people are wearing big jackets. Why? 	<ul style="list-style-type: none"> ● When it first started to snow, the snowflakes melted. Why? ● When it started to snow more, the book says the rooftops got lighter. How did the snow make the rooftops lighter? ● How did the people in the book feel when there was a lot of snow? How do you know? 	<ul style="list-style-type: none"> ● Does it snow when it is warm outside? Why or why not? ● When does snow melt? ● What happens to snow when it melts? ● How will the city look when the snow melts?

Morning Meeting Songs

Good Morning Song

Good morning, how are you? - 3X

How are you today?

I'm fine. How about you? - 3X

I am fine today.

Turn to your friends and wave hello. - 3X

Wave hello today.

We have ___(child's name) in our meeting. We have ___ in our meeting, because it's morning meeting. Yay!

Days of the Week

There are seven days. There are seven days. There are seven days in a week. - 2X

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. - 2X

Today is __ . Today is __. Today is __ all day long. - 2X

KWL Chart

What do you **know** about how temperature makes water change?

What did you **learn** about how temperature makes water change?

In this space, write what your child says.

In this space, write what your child says.

Student's Name: _____

Weekly Date: _____

Day of the Week	Student Sign-In
Monday	
Tuesday	
Wednesday	

Thursday	
Friday	

Things to consider when planning your daily routines

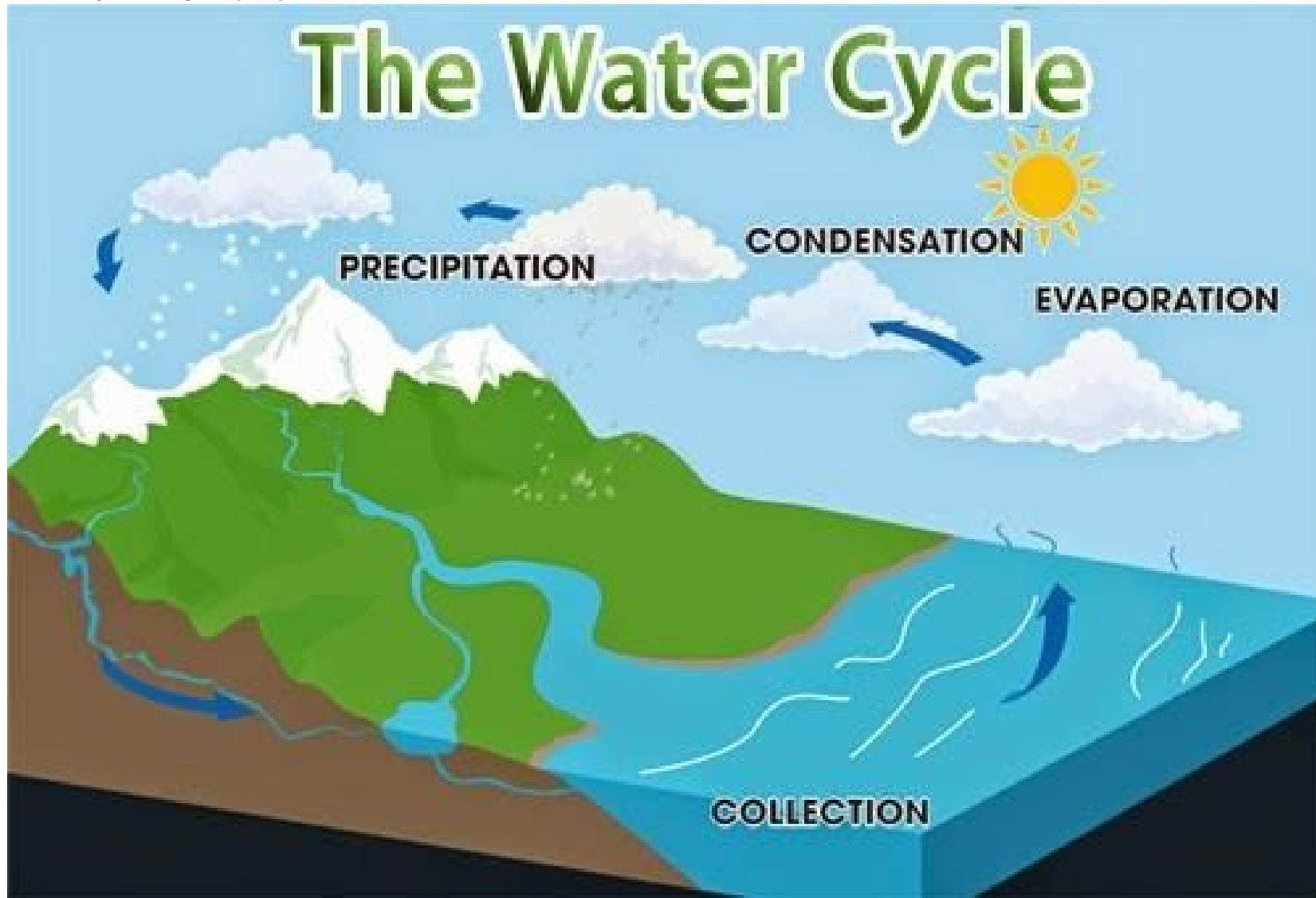
- An easy way to get started is to ask yourself- “What are the things we do everyday?” Here is an example of what a schedule at home may look like:

Morning	Wake up routine Breakfast Reading time Play
Afternoon	Lunch Quiet time Music and movement Play
Evening	Dinner A walk outside Bedtime routine

- In school, teachers use pictures to help children understand what is coming next. You may want to consider using images like those found at this link. You can find a handwashing example below.



Source: livingwellwithautism.com



Supporting Resources

Teacher Texts

Exploring Water with Young Children by Ingrid Chalufour and Karen Worth

Promoting Children's Science Inquiry and Learning Through Water Investigations by Cindy Hoisington, Ingrid Chalufour, Jeff Winokur and Nancy ClarkChiarelli http://www.naeyc.org/yc/files/yc/file/201409/YC09I_4_Promoting_Science_Inquiry_Hoisington.pdf

Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom by Karen Worth

Teacher Websites

Brooklyn Children's Museum <http://www.brooklynkids.org/> Clean Water Clear Choice http://www.cleanwaterways.org/kids/fun_facts.htm |

NY Aquarium <http://nyaquarium.com/> Staten Island Children's Museum <http://sichildrensmuseum.org/> Waterwise

<http://www.waterwise.org.uk/pages/fun-facts.html> Why Take the Lid off the Water Table?

<http://www.naeyc.org/content/why-take-lid-watertable>

Music: Songs with Lyrics

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes and lyrics are included. If you don't know the tune, you can make one up that works for you or chant the words to a beat. Disclaimer: the lyrics provided are only for use by classroom teachers and are provided for the specific, non-profit educational purpose of supporting interdisciplinary learning in your classroom.

Water, Water

Water, water, keeps us clean (pretend to wash body) Washes our clothes (tug on clothing) in the washing machine Water, water, quenches my thirst (pretend to drink from a cup) And fills the balloons I like to burst! (throwing motion) Water, water, fun for swimming (swimming motion) Feeds the grass that always needs trimming Water, water, fun for play (big smile) But keeps us inside on a rainy day (frown).

Rain, rain, go away

Rain, rain, go away Come again another day Little _____ wants to play (fill in the blank with a child's name).

Row Your Boat

Row, Row, Row Your Boat Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily Life is but a dream.

Additional Song Titles

Baby Beluga; Cleano Down by the Bay; I Had a Little Turtle; It's Raining it's Pouring; Jack and Jill; Rub-a-dub-dub Three Men in a Tub; There's a Hole in my Bucket; Three Little Fishies