

LANGUAGE/LITERACY

Puddles

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, dual language learners DL1.1, DL2.1, science SC4.1

Materials from Kit: Puddles Vocabulary Card (p. 5)

Learn about having fun in puddles after a rain storm.

- Show the Puddles Vocabulary Card. What do the children see? Help the children understand that puddles form after it rains.
- Encourage them to share their feelings about puddles. Do they like to splash and stomp in puddles? How do they keep their feet dry? What is the child in the picture wearing to keep his feet dry? What is he playing with in the puddle? Do the children in your group like to play with toys in puddles? Do they ever drop things in puddles? What happens?
- Help the children notice how the puddle is like a mirror.
- Help the children notice how the boy is dressed. He is wearing rubber rain boots to keep his feet warm and dry, a hat to keep his head and ears warm, and a warm sweater.



SCIENCE

Puddle Possibilities

Indicators: science SC1.1, SC1.2, SC2.1, approaches to learning AL2.1, AL2.2, AL3.1

Materials from Kit: Fish and Net Manipulative (p. 7)

Suggested Materials: water, containers, pipettes OR spoons, assorted surfaces (plastic plates, paper plates, vinyl fabric, terry cloth, wax paper, foil, felt, sand, dirt, etc.)

Discover making puddles on different surfaces.

- Remind the children that sometimes after it rains there are puddles.
- Invite them to explore to see what happens when rain falls on different surfaces. Include some surfaces that soak up water and others that do not.
- You might start by setting out a plastic plate and a container of water. A child can use a pipette, a spoon, or the fish from the Fish and Net Manipulative with the holes in the bottom to drip some water on the plate. Does it make a puddle? Encourage the child to gently rock the plate. How does the puddle change?
- Repeat the process with other materials. Talk with children about what they see happening. (Help children compare what happens in this activity to what happened in Drip, Drop, p. 32.)
- **Older Toddlers:** Place sand or dirt in a container. Invite the children to drip water on it. At first it will soak in. Encourage them to keep adding water. When the soil is full of water, they should see puddles.



CREATIVE ARTS

Umbrella 'n' Boots, Part 1

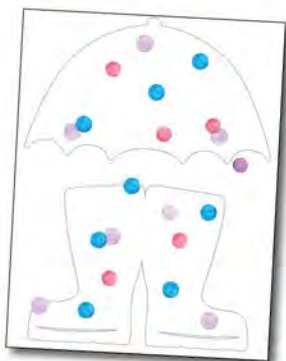
Indicators: creative arts CA1.1, CA1.2, social/emotional SE1.2, physical/health PD3.1, PD3.3

Materials from Kit: umbrella and boots punchouts

Suggested Materials: crayons OR daubers

Start the Umbrella 'n' Boots project.

- Offer each child an umbrella and boots punchout. Help the children notice the umbrella shape and rain boots, naming each one.
- Invite the children to decorate the punchouts using crayons or daubers. Talk about any designs you see them making and the colors they choose to use. Encourage children who are talking to describe why they used a certain color. For example, one child might use purple because it's his favorite color. Another child might use blue because it reminds him of rain.
- Allow to dry if using daubers.
- Plan to complete the Umbrella 'n' Boots project tomorrow.



PHYSICAL/HEALTH

Boot Prints

Indicators: physical/health PD2.1, PD2.2, PD2.3, approaches to learning AL1.1, science SC1.1

Materials from Kit:

Physical/Health Card 33

Suggested Materials: several pairs of children's rubber boots, butcher paper, paint



NOTES

LANGUAGE/LITERACY

My Umbrella

Indicators: language/literacy L1.1, L2.1, L2.2, L3.3, creative arts CA2.1, CA2.2, CA3.1

Materials from Kit: Rain Gear Clothing Match Early Learning Materials (p. 59), Songs/Rhymes Card 15

Suggested Materials: child's umbrella

Sing an action song about an essential rain gear item.

- If possible, show the children a child's umbrella. Open and close it a few times.
- Explain that people often carry umbrellas to help them stay dry when it rains.



- Show the pictures from the Rain Gear Clothing Match Early Learning Materials and point out that the children are holding an umbrella.



- Sing the song "My Umbrella" and demonstrate the actions. Encourage the children to imitate as they show readiness. This song is available as a digital download at funshineexpress.com under Resources > Buttercups Resources. The lyrics are located on Songs/Rhymes Card 15.

Review Suggestion: Repeat the It's Raining Friends activity from page 65.

CREATIVE ARTS

Umbrella 'n' Boots, Part 2

Indicators: creative arts CA1.1, CA1.2, science SC1.1, physical/health PD3.1, PD3.2

Materials from Kit: colored umbrella and boots punchouts (p. 68), circles felt ribbon, straws, curling ribbon

Suggested Materials: scissors, tape

Complete the Umbrella 'n' Boots project.

- Carefully punch out the umbrella and rain boots.
- Offer each child about 9" of the circles felt ribbon. Encourage the children to attach it to the bottom of the rain boots, trimming as needed for each boot. How does the felt ribbon feel?
- Bend the boots slightly in the middle.
- Use the straw to attach the umbrella above the left boot, securing with tape.
- Tie a bow around the straw using approximately 6" of curling ribbon, cutting as needed.
- Display the projects on a wall, bulletin board, or door in your setting.



SOCIAL/EMOTIONAL

Stomping

Indicators: social/emotional SE1.1, SE1.3, SE2.1, SE2.2, physical/health PD2.1, PD2.2, PD2.3

Materials from Kit: All About Me—I stomp (p. 6), Songs/Rhymes Card 16

Suggested Materials: brown paper bags, scissors, wide packing tape OR clear contact paper, children's rain boots

Time to do some puddle stomping!

- Cut large puddle shapes from brown paper bags. Securely fasten the paper puddles to the floor using wide packing tape or by pressing sheets of clear contact paper over them.
- Encourage children to play in the pretend puddles. They can crawl over or around them, jump from puddle to puddle, step over them, or move in other ways.
- As children play, bring out the All About Me Card labeled "I stomp." Draw attention to what is happening in the picture. Can the children stomp like that? What other ways can they move? Help them notice the children pictured are wearing raincoats and rain boots. Why are they wearing that type of clothing?
- Sing the song "Puddle Stomping" as children play. The lyrics are on Songs/Rhymes Card 16. Encourage the children to sing with you as they show readiness.
- Children may enjoy trying on their rain boots and stomping on the paper puddles with them on. Does it feel different? How?
- **Older Toddlers:** Play a listening game. Give directions for different ways to move on and around the paper puddles. Encourage children to listen and try the actions.



Observe: Notice how children try stomping in the pretend puddles. Do they show confidence in their skills as they participate? Notice if any of the children try to imitate their peers.

PHYSICAL/HEALTH

Indicators: physical/health PD1.1, PD2.1, PD2.2, PD2.3, PD3.1, PD3.2, PD3.3

Materials from Kit: Physical/Health Cards

- Repeat a favorite Physical/Health activity from the April Showers theme so far. Choose one you know the children like, or invite them to choose a card for you.



LANGUAGE/LITERACY

It's Raining, It's Pouring

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.3, dual language learners DL1.1, DL2.1, creative arts CA2.1, social/emotional SE1.1, social studies SS3.2

Materials from Kit: Songs/Rhymes Card 16

Sing a rain song with the children.

- Sing "It's Raining, It's Pouring" from Songs/Rhymes Card 16 or any rain song you like with the children.
- Encourage the children to do the actions with you.

- **Older Toddlers:** Substitute the names of different children for the phrase "the old man." The child named can pretend to go to bed and bump her head.



SOCIAL STUDIES

Rainbow CDs

Indicators: social studies SS4.3, science SC1.1, SC2.1, approaches to learning AL1.1, AL2.1, AL2.2, AL3.1

Materials from Kit: Rainbow Stacker Manipulative (p. 40)

Suggested Materials: old CDs, flashlights

Make beautiful rainbows in a unique way.

- Talk briefly about rainbows. Help children remember that we often see rainbows in the sky after it rains.
- Show the Rainbow Stacker Manipulative to talk about some of the colors you might see in a rainbow.
- Invite the children to look at rainbows on the surface of an old CD.
- Dim the lights or go into a hallway or room without windows. As children watch, shine a flashlight onto the shiny surface of an old CD. Wow! Look at all the colors! What colors do they see?
- Move the flashlight into different positions and watch how the colors change.
- Tilt the CD to make the light bounce around the room. Do children see rainbows or spots of light anywhere else?
- Try turning the CD toward a mirror or a window as you shine the light on it. What happens?
- **Older Toddlers:** Offer CDs and flashlights to older toddlers and let them explore on their own as you supervise. Encourage them to describe what happens. You can expand on what they say. For example, if a child says, "Rainbow," as she shines the light on the CD, you might say, "Yes! I see a rainbow too. Look at all the colors!" If a child reaches for the flashlight and says, "Light," you might hand the child the flashlight and say, "Here is the flashlight. You can shine it and see what happens."

CREATIVE ARTS

April Showers, May Flowers, Part 1

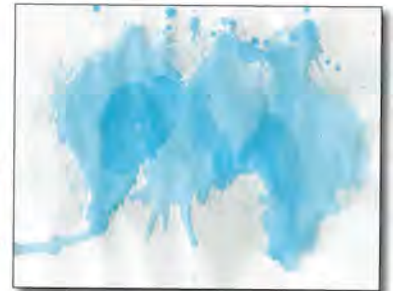
Indicators: creative arts CA1.1, CA1.2, physical/health PD3.1, PD3.2, PD3.3, math M3.1

Materials from Kit: gray paper

Suggested Materials: blue liquid watercolor, squeeze bottles OR pipettes OR paintbrushes, small cups

Start on the April Showers, May Flowers project.

- Help children review this theme and prepare for the next theme in May with this colorful picture.
- Offer each child a piece of gray paper.
- Place blue liquid watercolor in squeeze bottles. You could also offer children pipettes or paintbrushes and liquid watercolor in small cups, if you'd prefer.
- Invite the children to squeeze the bottles to make blue raindrops on the paper. Demonstrate and provide gentle guidance as needed. Talk about the raindrops they make. Help children notice the raindrops that are big and the ones that are small. Are each child's raindrops different or the same?
- Let dry and plan to complete the April Showers, May Flowers project tomorrow.



PHYSICAL/HEALTH

Rainbow Toss

Indicators: physical/health PD2.2, PD2.3, PD3.1, PD3.2, science SC1.1, math M4.2, language/literacy L2.1, L2.2

Materials from Kit:

Physical/Health Card 34

Suggested Materials: poster board, scissors, markers (for teacher use), beanbag



HERE'S A TIP!

Even very small children enjoy having jobs to do. Ask a child to pick up paper, water the plants, feed the goldfish, straighten the mat in the entry, clean paintbrushes after an art project, or help in other ways. Even though it may be easier to do it yourself, children gain valuable skills by helping. Acknowledge their help with a warm smile and a kind word.

✓ LANGUAGE/LITERACY

Mud Writing

Indicators: language/literacy L1.1, L2.1, L2.2, L3.4, dual language learners DL1.1, DL2.1, science SC1.1, SC1.2, **SC2.1**

Suggested Materials: dirt, water, sprinkling can, long-handled spoon, heavy-duty resealable bags, duct tape, bowl

Caution: Plastic bags must be used under direct supervision. Store them out of reach at other times. Discard bags immediately after use.

Make mud and use it for a new form of writing.

- Place some dirt in a bowl. Invite the children to touch it. Talk about how it looks and feels.
- Wonder aloud with the children about what might happen to dirt when it rains.
- Let a child use a sprinkling can to make it “rain” on the dirt. Another child can gently stir. How does the dirt change? Continue to sprinkle on water and stir until mud forms.
- Spoon the mud into heavy plastic bags, press out the air, and seal. You can use duct tape to further seal the bags.
- Place the bags flat on the table.
- Show the children how to use a finger to press down on the bags to make lines. Encourage them to explore. Describe what you see them do. Point out lines that are straight and wiggly. Draw attention to any shapes the children make.
- **Older Toddlers:** Show the children how to make familiar letters, such as those from their names. See if they are interested in using their fingers to trace the letters. Name the letters as they trace them on the bags of mud.

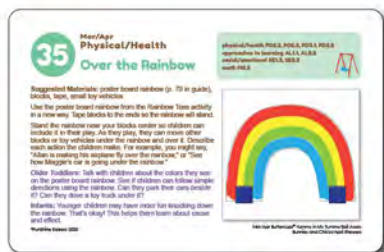
Observe: Do the children explore the different properties of dirt and mud? Do they notice how the dirt changes when water is added?

PHYSICAL/HEALTH

Over the Rainbow

Indicators: physical/health PD2.2, PD2.3, PD3.1, PD3.2, approaches to learning AL1.1, AL2.2, social/emotional SE1.3, SE2.2, math M2.2

Materials from Kit: Physical/Health Card 35
Suggested Materials: poster board rainbow (p. 70), blocks, tape, small toy vehicles



SOCIAL/EMOTIONAL

Relax and Read

Indicators: social/emotional SE2.1, SE2.2, SE3.2, SE4.1, language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, L3.2

Materials from Kit: *Wild! Shapes* board book (p. 5), *The Sea* board book (p. 5), *Sleeping Bunnies* board book (p. 39)

Suggested Materials: baskets, children’s favorite books, comfortable pillows, chairs, and blankets, rain music

Spend some quiet time relaxing and reading books with the children.



- In a quiet area of the room, set out some comfortable pillows, chairs, and blankets.
- In baskets, place the children’s favorite books and the three board books included from your Teacher Pack.
- Encourage the children to spend some quiet moments looking at books. They may want to rest on a pillow and read a book on their own. Other children may want to look at a book with a close friend. Another child may want to sit on your lap and look at a book together.
- Encourage the children to take the lead when looking at books. They may want to point to pictures they are interested in or name pictures.
- Review the March and April themes as the children are looking at books. You may also want to play some quiet, soothing rain music.
- Encourage the children to tell you how they feel after some quiet time.

CREATIVE ARTS

April Showers, May Flowers, Part 2

Indicators: creative arts CA1.1, CA1.2, CA2.1, science SC1.1, math M1.1

Materials from Kit: painted gray paper (p. 70), mini baking cups, green festoon, Songs/Rhymes Card 16

Suggested Materials: glue, scissors

Complete the April Showers, May Flowers project.

- Offer each child three mini baking cups, giving one of each color. They can use glue to attach them to their paper. Help the children notice how the baking cups look like flowers.
- Offer each child 12" of green festoon, cutting as needed. They can glue it to the bottom of their paper to look like grass. How does the grass feel?
- Discuss with children how flowers and grass need rain to grow.
- **Older Toddlers:** Sing the song “Three Little Flowers” from Songs/Rhymes Card 16 with children as they look at their finished pictures. Model counting the three flowers.

