

Table of Contents

Introduction	3
<i>Sunshine</i> by Gail Saunders-Smith (Pebble Books, 1998)	5
Summary—Sample Plan—Overview of Activities—Science Experiments—Sunshine Color Patterning—Same and Different—Creative Dramatics—Motor Activities—Recipes	
<i>Peter Spier’s Rain</i> by Peter Spier (Doubleday and Co., 1982)	15
(Available from Doubleday Dell Seal, CAN; Bantam Doubleday Dell, UK; Transworld, AUS) Summary—Sample Plan—Overview of Activities—Cloud Creations—Ordinal Numbers— Raindrops in a Row—Beginning Sounds—Puddle Play	
<i>Gilberto and the Wind</i> by Marie Hall Ets (Viking Press, 1963)	24
(Available from Penguin in CAN, UK, and AUS) Summary—Sample Plan—Overview of Activities—Wind Detectives—Verbal Directions Kite—Spider Kite—Location Words—King Size Bubble Blower—Hidden Pictures	
<i>The Snowy Day</i> by Ezra Jack Keats (Viking Press, 1962)	34
(Available from Penguin in CAN, UK, and AUS) Summary—Sample Plan—Overview of Activities—Science Observations—Snow Games— Recipes—Matching Patterns—Building a Snowman—Peter’s Ride—What’s Missing?	
Across the Curriculum	45
Language Arts: Rebus Big Book—Weather Opposites—Umbrella Colors—Pinwheel Pictures—Which Does Not Belong?—Beginning Sounds—Snowflake Pass—Dress Peter	
Math: Sun-Shapes Puzzle—In the Rain, I Wear . . .—Rainy Day Math—Gilberto’s Balloons—Sailboat Puzzle—Counting Kites—Peter’s Pockets—Snowflake Trees—Counting Buttons	
Science: Sunshine-Shapes Book—Shadow Match—Waterways—Sensory Art—Daily Weather Forecast Sheet	
Art: Portable Sunshine—Raindrop Hatbands—Snowflake Prints—Block Fort	
Music: Weather Songs	
Drama: Weather Charades	
Culminating Activities	74
Weather Lotto—Four Seasons Collage—Seasons Poem	
Unit Management	78
Weather Baby—Weather Graph	
Bibliography	80

Creative Dramatics

Creative drama helps children develop communication skills and learn how to work cooperatively. It also offers them a creative outlet for self-expression.

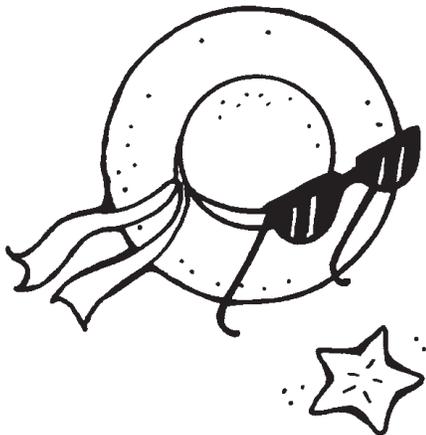
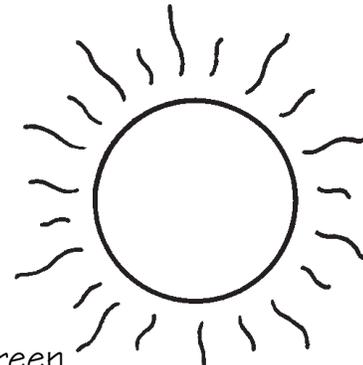
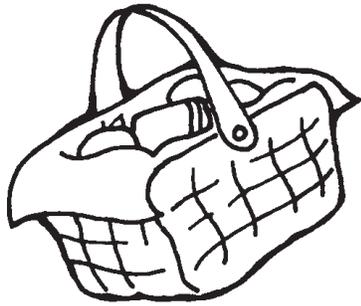
Share the following poem:

Sun Fun

The sun is out,
Hooray! Hooray!
Let's go to the beach,
For a picnic today.

We'll smooth on sunscreen,
Pull on our hats,
Pack a shovel, a pail,
A ball, and a bat.

We'll slip on sunglasses,
Then be on our way,
Off to the beach,
On a warm, sunny day.



- Reread the poem to the children, and then have them act it out. Ask them questions like these:
Why will we need sunscreen, hats, and sunglasses? What will we do with the ball and bat?
With the shovel and the pail?
- Set up an area where the children can role-play a day at the beach. Provide them with such items as beach hats, visors, beach towels, terry robes, sandals, picnic baskets with play dishes and food, sunglasses, empty sunscreen bottles, swim masks, a beach ball, bathing caps, shovels, and pails. Lay a blue blanket on the floor for the water. Let the children place their towels on the “beach” around the “water” and have them make up activities to play in the water and on the beach.
- Make sun visors by cutting paper plates into crescent shapes. Decorate these with markers or crayons. Attach a paper strip headband to each crescent.

Overview of Activities *(cont.)*

Enjoying the Book

1. Draw a smiling face on each of three helium-filled balloons. Tie the strings of the balloons to your story chair. Let the children invite the balloon “people” to join the class for a story. Read the book.
2. After you have read the story, encourage the children to think about the words they heard and the illustrations they saw. Present some of the following questions for discussion:
 - Could Gilberto really see the wind? Why or why not?
 - How did he know the wind was there?
 - What did Gilberto use to play with the wind first, second, third, etc.?
 - Can they describe a funny part of the story? a sad part?
 - What made Gilberto angry?
 - Why did Gilberto fall asleep?
3. Ask the children to share windy day adventures of their own. Try to elicit ideas other than those that take place in the story.
4. Hold a couple of balloons in front of you. Invite individual children to blow “wind” on the balloons to illustrate a gentle breeze, a forceful gust, and a windstorm.
5. On a windy day, take the class outdoors. Let the children toss dry leaves or grass into the air and observe which way the wind blows it. Have them wet an index finger and hold it up in the wind. Does one side of their finger feel colder than the other? Does the wind help to dry their finger? Have children look up and observe how the wind moves the clouds across the sky.

