

### Weather Activities

Kit contains: The Virginia Foundation Blocks for Learning, letter rods, picture rods, story roll-up felt mat, geometric shapes, counting sorting cartons and sorting mats, giant manipulative sorting circles, classroom thermometer, City Steps Literacy Bag (head sets, pointer wand, dress up blazer, science charts, clip board), magnetic seasons board, weather bear with clothing, weather puppets, City Steps Literacy bag (activity cards, think along cards, Weather Today big book, story roll-up), go talk button.

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
<p><b>Oral Expression:</b> Re-tell story using City Steps Literacy Bag (head sets, pointer wand, dress up blazer) weather bear, and story roll up felt mat.</p> <p>Various weather songs. (Attachment 1 A)</p>	City Steps Literacy Bag, weather bear, and story roll up felt map.	Voice output device programmed with some comments related to the story(e.g., Big Mack, Cheap Talk)	Use pictures for visual cues	Let students re-tell parts of story and choose props for story.	Voice output device programmed with various phrases/comments from the story and song. (not included in the kit) Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer would assist the child to activate the device	Modeling and visual cue
<p><b>Vocabulary:</b> Outside cloud gazing. Each child takes a turn telling what he/she sees.</p>	<i>Weather Today</i> big book.	Duplicate weather related picture cues for words to be used on the tri-fold literacy strip.	Teacher will work with small group of students with interactive storybook versus large group.  Limit number of actions to imitate.	Students can choose pictures to help describe what they saw.	Duplicate weather related pictures and place on tri-fold literacy strip for individual use.  Randomizer with different questions to help lead students in discussion (ex. "What did you see?" "What is the weather like	Use peers to assist those who need help.	Tell story using interactive storybook using multiple repetitions and conducting a retelling of the story.

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					outside?" "Is it cloudy today?"		
<p><b>Phonological Awareness:</b> Students will match pictures to corresponding initial letter. (i.e. L is for Lighting, S is for Sun, etc...)</p>	<p>Visuals of weather (rain, sun, lighting, fog, snow, etc...) Letter cutouts for matching to correct picture.</p> <p>Velcro on each picture and letter.</p>	<p>Voice output device to include a nonverbal child.</p>	<p>Have students match picture to picture (each picture should include name also)</p>	<p>Choice of pictures to find corresponding letter.</p>	<p>Voice output device with weather related pictures and various phrases such as "L is for Lighting," S is for Sun."</p>	<p>Hand-over-hand. Peer would also assist student in activating the device if necessary.</p>	<p>Verbal prompting and modeling.</p>
<p><b>Letter Knowledge:</b> Rainy names: Using stamps students will stamp their names on construction. Sprinkle rice on the construction paper after students are done and sit them out in the sun. The rice will fade the picture making it look like</p>	<p>Visuals of students' names.</p>	<p>Use larger stamps.</p>	<p>Have visuals of student names for students to glue on paper instead of having to produce their name with individual letter stamps.</p>	<p>Choose the color paper, color ink, extra decorations, etc...</p>	<p>Choice board with students' names for student to choose their name.</p>	<p>Work in small groups based on the color of their construction paper. Hand over hand assistance.</p>	<p>Verbal prompting and sample of completed activity.</p>

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rain.							
<p><b>Print/Book Awareness:</b>  <i>Weather Today</i> book; address illustrator, author, etc.</p>	Easel and pointer. Weather bear and clothing.	Add Velcro to <i>Weather Today</i> book and allow students to use pictures to place in the book as you read (making it an interactive book).	Limit number of pictures used. Use duplicate pictures instead of multiple different types of pictures.	Child chooses pictures.	Interactive pictures.	Peer would assist student with placing picture in book if necessary.	Tell story using interactive book and manipulatives; conduct a retelling of the story.
<p><b>Written Expression:</b>  <u>Wind Art:</u>            Take the children outside on a windy day. With construction paper and a few drops of tempera paint students hold up their paper so the wind can make designs through it.            Mrs. Wind            Students draw a picture of what they think the wind's face would look like. They</p>	Visuals of the wind blowing.	Use bright or dark colors that show up well on the construction paper.  Put the construction paper on a clip board for easy holding.	Provide various cutouts that students can pick from to use to make their wind face.	Students choose the color of their construction paper, paint, etc..	Clip board to hold construction paper for easier grip.	Assist students with holding their paper outside in the wind.	Show sample of completed activity. Model and verbal prompting.

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can brush glue out of the wind's mouth and then sprinkle glitter, colored sand or salt.							
<b>Number and Number Sense:</b> Weather Math Cut numerous pictures of the sun, lighting, rain drops, etc.. out of felt. Sort in groups and use numbers for the children to identify the number in each group.	Felt cutouts  Numerals	Additional pictures of the sun, lighting, rain drops, etc...	Tell them how many showing the student the number and they count that amount.	Students choose group of objects to count.	Voice output device with pictures and various phrases programmed such as "there are 5 items in this group," etc..	Use peers to assist those who need help.	Prompting and hand-over-hand for counting.
<b>Computation:</b> Counting and grouping a variety of weather related props.	Weather related props and pictures.	Provide well defined space for grouping (using boxes lined or covered with different colored bright tape, construction paper, etc... )	Use fewer props and pictures.	Let students choose props and suggest additional props and pictures that could be used.	Voice output device with pictures of numerals and programmed with phrases such as "there are 3 items in this group."	Peer would assist student in activating device if necessary. Work in small groups.	Modeling and verbal cues.
<b>Measurement:</b>	Thermometer	Digital	Limit number	Measure the	Voice output	Work in	Verbal

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Take temperature of cold and hot water.		thermometer.	of cups of water to be measured.	temperature of their choice of water.	device with hot/cold response and pictures to represent each response.	small groups. Peer assist to those who need help.	prompting and modeling of taking temperature .
<b>Geometry:</b> 3-D Rainy Cloud Craft Use white construction paper cloud cutouts, gray paint, newspaper and a stapler. Students paint both clouds with gray paint, staple together and stuff them with newspaper.	<i>Weather Today</i> book.  Easel for a book stand	Give students some preassembled parts of the cloud craft.	Limit the number of different steps to the craft by having some preassembled parts.	Choose additional decorations for their rainy cloud.	Voice output device with phrases to help lead discussion about the activity. Phrases such as: "What do rainy clouds look like?"	Peer assist to students to activate device and participate fully in activity if necessary.	Show examples of completed activity.
<b>Data Collection:</b> Graph weather for the week.	Chart board or paper. Weather related pictures.	Choice board and/or voice output device	Fewer choices of weather.	Students place appropriate number of weather pictures on chart.	Voice output device with weather choices.	Peer assist to students to activate device and place picture on the graph if necessary.	Assign student daily to put picture on the graph.
<b>Patterns and Relationships:</b>	Pictures of different types	Go Talk button with "Which	AB pattern vs ABCD pattern	Choosing which pattern they want	Voice output device with	Peer assist to those	Modeling and

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Make patterns with the different weather (i.e. cloud, sun, lighting, etc...) and have students repeat those patterns.	of weather.	comes next?" recorded		to repeat.	various pictures and responses that represent the pattern such as: "this pattern starts with a cloud," etc...	students who may need it.	presenting sample patterns.
<b>Scientific Investigation:</b> Students discuss weather using their five senses.	Pictures that represent different types of weather.	Pictures that represent different types of weather.		Let students choose (using pictures) which type of weather to discuss first.	Voice output device used to help lead discussion programmed with phrases such as "which type of weather should we talk about?" "How does it feel?" "How does it look?"	Peer would assist the child to activate the device. Hand over hand assistance.	Modeling and visual cue
<b>Force, Motion, Energy:</b> Have students touch magnets to items around the room and describe what happened (they stick to some but not others).	Verbal Cues	Use a larger magnet on a stick for easier manipulation.	Limit the number of items tested and place them in a container to avoid having to travel around looking for things in the	Let students work in small groups of 2-3.	Use voice output device programmed with various phrases such as "I found something that sticks to the magnet," etc...	Use peers to assist those who need help	Modeling and visual cues

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			room.		(not included in the kit)		
<p><b>Matter:</b> Ice Cube/Water activity Place an ice cube in a bowl and set it out on the windowsill. Come back in an hour or so. What happened to the ice? Leave the water there overnight. What happened to the water? Explain that water can be found as a solid (like the ice), liquid (like the water in the ocean). Have students fill ice cube trays with water and place in the freezer to watch the process in reverse.</p>	<p>Pictures of water and ice.  Water, ice cube tray, and cup.</p>	<p>Voice output device to include a nonverbal child.</p>	<p>Activity to just include the ice cube turning into water rather than both processes.</p>	<p>Student can choose an ice cube to put in their individual cup and place in the windowsill.</p>	<p>Voice output device. (programmed with descriptive words related to the activity.)</p>	<p>Hand-over-hand. Peer would assist student in activating the device if necessary.</p>	<p>Multiple repetitions, visuals of rhyming words</p>
<p><b>Life Processes:</b> Water Cycle Activity Students will use pictures to represent</p>	<p>Provide pictures of water cycle.</p>	<p>Provide students with visual of water cycle for them</p>	<p>Providing a visual of water cycle, have students match picture to</p>		<p>Voice output device with phrases of water cycle.</p>	<p>Work as small groups.</p>	<p>Modeling and verbal prompting.</p>

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the water cycle.		to reproduce it with pictures.	picture the water cycle.				
<b>Space Systems:</b> Shadow screen Suspend a sheet between two tables. Place a strong light source behind the screen. Create several cardboard cutouts of various weather (such as a sun, lightning bolt, cloud, etc...) from the story. Cast shadows on the screen by holding the cardboard in front of the light source. Ask children to identify the weather.	<i>Weather Today</i> book.	Use larger pictures/cutouts for easier viewing and identification.	Limit number of pictures/cutouts used.	Child identifies which item they see.	Voice output device with pictures of props and related response for the child to identify the items.	Peer would assist student with activating the device if necessary.	Verbal prompting and modeling.
<b>Earth Patterns, Cycles, and Change:</b> Daily routines should include discussion of weather and	Pictures that represent various weather.	Use large calendar and large pictures to record weather.	Count the rainy, sunny, etc.. days after 1 week instead of after a month.	Child gets to help place picture on calendar daily (use helper chart to rotate students).	Voice output device with pictures of various weather and phrases such as "it is	Peer assist with activating the device if necessary.	Modeling and verbal prompting.

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<p>include language such as sunny, cloudy, snowy, rainy and windy. Use cutouts of clouds, sun, raindrops, etc. to record weather on a daily calendar. At the end of each month, count the sunny days, rainy days, etc. Then remove cutouts one at a time and place them on a weather picture graph.</p>					sunny today,” it is rainy today,” etc....	Hand over hand assistance.	
<p><b>Resources:</b> Teach students to recycle.</p>	Recycling bin in the classroom.	Pictures of things that can be recycled.	Limit the number of different recycling bins.	Let students choose which recycling bin items belong in.	Pictures that can be placed on the recycling bins indicating which items belong in that bin.	Use peers to assist those who need help sorting the items in the right bins.	Modeling.
<p><b>History Similarities and Differences:</b></p>	Weather related pictures.	Use larger pictures on a	Use fewer weather related	Let students choose pictures to	Voice output device with	Peer would assist	Modeling and verbal

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<p>Have children discuss different seasons and season related weather including the similarities and differences of different seasons. Students can place pictures that represent different weather in the appropriate season category. (Use season boxes)</p> <p>Retell the story by students acting out certain weather.</p>	<p><i>Weather Today</i> book.</p>	<p>thick material to make it easier for students to see and pick up.</p>	<p>pictures.</p>	<p>retell the story.</p>	<p>pictures representing different weather related comments from the story for student to participate in retelling the story.</p>	<p>student in activating device if necessary.</p>	<p>cues</p>
<p><b>History Change over Time:</b> Use a weather calendar and graph daily weather and discussion daily and then review at the end of the week.</p>	<p>Weather related pictures (sun, rain, etc...).</p>	<p>Use large pictures on a thick material to make it easier for students to manipulate.</p>	<p>Limit the number of different pictures.</p>	<p>Child gets to help place picture on calendar daily (use helper chart to rotate students).</p>	<p>Voice output device programmed with "what was the weather like on Monday," etc...</p>	<p>Work in small groups. Peer assist to those who need help.</p>	<p>Modeling and verbal prompting.</p>
<p><b>Geography:</b> Involve children in creating simple representations of</p>	<p>Realistic pictures of different types of weather.</p>	<p>Cutouts that can be used to help create pictures for students</p>	<p>Allow student to bring in a photograph that represents</p>	<p>Students choose how they will create their drawing, color</p>	<p>Voice output device to help lead discussion about the</p>	<p>Students assist those who need support in</p>	<p>Modeling and sample drawings.</p>

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different weather through drawings. Have the students discuss these and the weather in the story.		with limited fine motor skills.	weather.	paper, writing media, etc...	different student creations. ("What did you make?")	participating in this activity.	
<b>Geography</b> <b>Descriptive Words:</b> While reading the story note location, descriptive and attribute words.	Book  Easel and pointer.	Choice board with pictures representing various descriptive words.	Utilize the pictures in the book for verbal prompting.	Student participates in discussion.	Voice output device programmed with comments related to story. Including any descriptive and attribute words.	Student assists with voice output device.	Models and samples
<b>Economics:</b> Discuss with students different jobs and workers surrounding weather (weather men, farmers, etc...)	Pictures and props for workers and worker tools.	Realistic pictures of jobs and workers.	Limit number of jobs discussed.	Students can choose props and pictures to match workers to their job/tools.	Voice output device programmed with various phrases related to different occupations for student to participate in discussion.	Peer assist to those students who may need it.	Modeling and verbal prompting.
<b>Economics Making Choices:</b> Provide choice board for daily center / work time activities.	Chart board Pictures representing centers and work time.	Choice board and voice output device.	Fewer choices of centers and work time.	Child chooses their center and/or work time.	Voice output device with choices.	Peer assist to those students who may need it.	Modeling.

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<p><b>Civics / Citizenship:</b> Establish class rules and expectations.</p> <p>Start the day with a share time where each child may contribute to the class discussion.</p>	Pictures that represent class rules and expectations.	Provide smaller version of class rules and expectations using pictures for individual student use and reference.	Limit pictures and wording to describe rules and expectations. (Keep it simple)	Students choose whether to follow rules and expectations or not 😊	Voice output device used during sharing time. Parent can program device with phrases related to students evening, weekend, trip, etc.. for discussion at sharing time.	Peer assist to those students who may need it.	Verbal prompting and assistance to parents for learning how to use voice output device.
<p><b>Skilled Movement:</b> Move like the weather. (shivering, stomping like thunder, melting like snow, etc...)</p>	Pictures that represent different movements.	Choice board with different pictures representing different movements related to weather (shivering, stomping like thunder, melting like snow, etc...)	Fewer choices of movements.	Non-ambulatory child can lead class in movements.	Randomizer to be used to identify the order of movements.	Peer assist in helping student activate device or model for student movements	Modeling.
<p><b>Movement Principles and Concepts:</b></p>	Visual and Gesture Cues (gestures from	Voice output device programmed	Limit number of gestures Simplify by	Let students choose which number to start	Voice output device (not included in the	Peer would assist the child to	Modeling and visual cue

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Sing different weather related songs. (Attachment 1 A)	song/finger play and pictures)	with some or all parts of the song(e.g., Big Mack, Cheap Talk)	using repetitive pictures for visual cues	with.	kit) programmed with various phrases from the songs. Example: Big Mack, Cheap Talk, Tech Talk, etc...	activate the device	
<b>Personal Fitness:</b> Provide opportunities for students to climb, hang, and swing on large appropriately-sized indoor and outdoor recreational equipment.	Adult monitoring and support.	Choice board or voice output device for choosing outdoor play activities.	Fewer choices of outdoor activities.	Child chooses their outdoor play activity.	Voice output device with choices.	Peer assist to students with gross motor difficulties.	Monitoring and support.
<b>Responsible Behaviors:</b> Discussion of responsible behaviors associated with the weather (what clothes to wear when it is raining, etc..) Students can draw a picture to represent those responsible	Discussion of responsible behaviors. Pictures and manipulatives.	Provide craft cutouts for students to use for their drawings.	Provide craft materials for creating drawings.	Students choose the color paper they want to use, craft materials, etc...	Visual support and voice output device programmed with various responsible behaviors.	Peer assist to those students who may need it.	Modeling.

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behaviors.							
<p><b>Physically Active Lifestyle:</b> Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this time children should have access to large open spaces and be able to be active on large appropriate recreational equipment as well as being able to play with balls and other manipulative objects.</p>	Adult monitoring and support.	Choice board or voice output device for choosing outdoor activities.	Fewer choices of outdoor activities.	Child chooses their outdoor activity.	Voice output device with choices.	Peer assist to those students with motor difficulties.	Monitoring, support, and modeling of good physical activity.
<p><b>Self Concept:</b> Provide daily opportunities for students to choose an activity, make a plan, and carry out the plan.</p>	Choice board and pictures that represent choices for students.	Provide individualized, smaller choice board.	Limit number of choices for students.	Students choose activities and plans and how to carry out those plans.	Voice output device to identify choices.  Picture choice board for students to	Peer assist to those students who may need it.	Modeling and verbal prompting

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					make choices.		
<p><b>Self Control:</b> Model for children what to do when they finish an activity. Have child-size cleaning materials available and teach children how to use them. Teach students a simple song to sing when it is time to transition from one activity to another.</p>	<p>Child size cleaning materials</p> <p>Visual timer for transitions.</p>	<p>Pictures to represent steps of what to do when students are finished with an activity. Visual timer.</p>	<p>Simple song for transitions.</p> <p>Simple instructions for what to do when students are finished with an activity.</p>	<p>Child chooses to follow the instructions for clean up and transition ☺</p>	<p>Visual timer.</p>	<p>Peer assist to those students who may need it.</p>	<p>Modeling and verbal prompting.</p>
<p><b>Approaches to Learning:</b> Students should participate daily in small group planning and discussion.</p>	<p>Structured planning time.</p>	<p>Chart that represents order of students turn for sharing their plans, thoughts, and ideas.</p>	<p>Provide opportunity for smaller group planning and discussion time.</p>	<p>Student choose their plan and discussion.</p>	<p>Pictures and chart for planning time.</p>	<p>Peer assist to those students who may need it.</p>	<p>Modeling.</p>
<p><b>Interaction with Others:</b> Model appropriate styles of communication with children and adults. Demonstrate</p>	<p>Photographs of classroom activities.</p> <p>Graph of students thoughts and</p>	<p>Alternative pictures of appropriate interaction strategies.</p> <p>Use solution kit</p>	<p>Identify through positive reinforcement models of appropriate communication and interaction</p>	<p>Child chooses appropriate interaction strategies or not ☺</p>	<p>Voice output device for interaction from a child with limited expressive language skills.</p>	<p>Peer assist with device to those students who may need it.</p>	<p>Modeling and role playing.</p>

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<p>interaction strategies through role-play. Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.</p>	<p>ideas.</p>	<p>pictures.</p>	<p>in addition to role-play identification.</p>		<p>Solution kit pictures.</p>		
<p><b>Social Problem Solving:</b> Student social story. Provide a social story for students to discuss, read (by pictures) and color.</p>	<p>Different examples of social stories.</p>	<p>Solution kit and additional pictures that represent social problem solving.</p>	<p>Utilize a simple short social story.</p>	<p>Students choose social story.</p>	<p>Voice output device programmed with various story related phrases/comments.</p>	<p>Peer assist to those students who may need it.</p>	<p>Modeling and verbal prompting. Lead discussion about the different social stories.</p>

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### ATTACHMENT 1A

#### Weather Song

Sung to 'BINGO'

There was a time when we got wet and rainy was the weather.  
R-A-I-N-Y, R-A-I-N-Y, R-A-I-N-Y, and rainy was the weather.

There was a time when we got hot and sunny was the weather.....

There was a time when we got cold and snowy was the weather.....

There was a time when we were blown and windy was the weather.

#### Raindrops

Pitter-patter raindrops (wiggle fingers to imitate falling rain)  
Falling from the sky,  
Here is my umbrella (hands over head)  
To keep me safe and dry!  
When the rain is over  
And the sun begins to glow (make large circle with arms)  
Little flowers start to bud (cup hands together)  
And grow and grow and grow (spread hands apart slowly)

#### Five Umbrellas

Five umbrellas stood by the door,  
The red one went outside, then there were four.  
Four umbrellas, pretty as could be,  
The blue one went outside, then there were three.  
Three umbrellas with nothing to do,

The green one went outside, then there were two.  
Two umbrellas not having much fun,  
The yellow one went outside, then there was one.  
Just one umbrella alone in the hall,  
The purple one went outside, and that was all.

#### Spring Wind Blows

The spring wind blows this way and that  
Oops! Watch out! There goes my hat! (Wave hands above head.)

The spring wind blows round and round.  
It blows my hat across the ground. (Move arms in a rolling motion.)

The spring wind blows. Spin, spin, spin!  
Oops, it blows my hat again! (Move hand in a circular upward motion.)

The spring wind blows left and right.  
Then it blows my hat out of sight! (Move hands to the left, then right.)  
(Wave bye-bye.)

#### I See The Wind...

(Hush, Little Baby)  
I see the wind when the leaves dance by,  
I see the wind when the clothes wave "Hi!"  
I see the wind when the trees bend low,  
I see the wind when the flags all blow.

## Weather Activities

Kit contains: The Virginia Foundation Blocks for Learning, letter rods, picture rods, story roll-up felt mat, geometric shapes, counting sorting cartons and sorting mats, giant manipulative sorting circles, classroom thermometer, City Steps Literacy Bag (head sets, pointer wand, dress up blazer, science charts, clip board), magnetic seasons board, weather bear with clothing, weather puppets, City Steps Literacy bag (activity cards, think along cards, Weather Today big book, story roll-up), go talk button.

I see the wind when the kites fly high,  
I see the wind when the clouds float by.  
I see the wind when the it blows my hair,  
I see the wind most everywhere.

### Blow, Blow, Blow the Wind...

(Row, Row, Row Your Boat)

Blow, blow, blow the wind

Gently through the trees.

Blow, and blow, and blow, and blow.

How I like a breeze!

Blow, blow, blow the clouds,

Blow them through the sky.

Blow, and blow, and blow, and blow.

Watch the clouds roll by!

### The Wind...

The wind came out to play one day.

He swept the clouds out of his way.

(Make sweeping motion with hands.)

He blew the leaves and away they flew.

(Mke fluttering motions with fingers.)

The trees bent low and their branches did too!

(Lift arms high and lower them.)

The wind blew the great big ships at sea.

(Repeat sweeping motion.)

The wind blew the kite away from me.

## Weather Activities

Kit contains: The Virginia Foundation Blocks for Learning, letter rods, picture rods, story roll-up felt mat, geometric shapes, counting sorting cartons and sorting mats, giant manipulative sorting circles, classroom thermometer, City Steps Literacy Bag (head sets, pointer wand, dress up blazer, science charts, clip board), magnetic seasons board, weather bear with clothing, weather puppets, City Steps Literacy bag (activity cards, think along cards, Weather Today big book, story roll-up), go talk button.

### ATTACHMENT 1B

#### **Paper Kites**

You will need:

Large paper bag, one for each child

Hole puncher

Fish line or yarn cut into five foot lengths

Books

Scissors

Crepe streamers

Paints

Brushes

Help each child fold a two inch lip around the rim of the bag. Open the bag and place a book inside to make the bag stand up while the child paints and decorates the bag on all four sides. Add streamers for fun. When the bag is dry, cut off the bottom, leaving the four sides attached. Choose a spot along the folded rim and punch a hole. Tie a length of yarn or fish line through. Take the kites outdoors on a windy day and let the children run with them.

#### **Wind Chimes**

Roll out a slab of clay on your table. Have the children use cookie cutters and plastic knives to cut out broad, simple shapes in the clay. Poke a hole in each shape with the end of a straw. Let the clay dry thoroughly. Have children paint the shapes. When dry, tie a piece of string or fishing line through the hole in each shape. Tie the strings to a branch so that the shapes can knock against each other when the wind blows.

#### **Windsock**

Cut the bottom end off a small, brown lunch bag. At the top of the bag, punch out 3 holes around the rim. (Put reinforcements around the holes to protect from tearing). Place a piece of string through each hole and gather together with a knot. Have the children paint, color or glue things onto the lunch bag. Then have them run with them on the playground and watch as they open and the air rushes through.

## **Weather Activities**

Kit contains: The Virginia Foundation Blocks for Learning, letter rods, picture rods, story roll-up felt mat, geometric shapes, counting sorting cartons and sorting mats, giant manipulative sorting circles, classroom thermometer, City Steps Literacy Bag (head sets, pointer wand, dress up blazer, science charts, clip board), magnetic seasons board, weather bear with clothing, weather puppets, City Steps Literacy bag (activity cards, think along cards, Weather Today big book, story roll-up), go talk button.

### **Kites**

Cut out large diamond shapes from construction paper. Have the children glue a long piece of thin crepe paper to the bottom point of the diamond shape to be the kite's tail. Have them use watered down glue to glue on pieces of colorful tissue paper. When dry, make a slit in the center of the kite and attach a cotton swab to the end of a long piece of string. Pull the string through the slit. This will be the string that the child holds when running with his kite.

### **Wind direction**

Collect the plastic tops from large coffee cans. Cut out the center so that you are left with only the rim of the plastic top. Have the children glue on crepe paper streamers around the rim. Go outside to the playground and place them on the fence. Have the children observe in which direction the streamers are blowing.