



Domain and goal

Answers:

- How are they the same or different?
- How do you feel? (temperature)

Activities

• Tea Time

Put water into an ice cube tray and put it in the freezer; tell your child it will be different after it freezes. Put water into the kettle and turn it on to boil; tell your child to watch because the water will change and be different. Talk about the steam from the boiling water and ask if steam is the same as or different from the water. You can pour water, but you can't pour steam. This reinforces the language goal for this week of using and/but. Make two cups of hot tea. Get out the ice cubes. Is the ice the same as or different from the water? Put some ice in one of the cups of tea and make iced tea. Now you have hot tea and iced tea. How are they the same or different?

You will need:

- ✓ Water
- ✓ Tea
- ✓ Ice cube tray
- ✓ Freezer
- ✓ Kettle for boiling water
- ✓ Two cups

• Weather Predictions

With your child, look at pictures or films about the weather, check the weather on your smart phone or computer, or watch the weather report on TV. Discuss the books for this week's lesson. Ask, 'How are rain and snow the same?', 'How are they different?'. Extend your discussion to, 'How do you feel?' (as it relates to temperature), 'Are you chilly, cold, warm, or hot?'. Make predictions, 'I feel hot when I'm in the sun', or 'I feel cold when I'm in the snow.'

• What am I?

Draw a picture of rain, snow, sun, and the wind on index cards, or get photos from the internet and glue them onto cards. Take turns picking a card and acting out what's on the card. Ask, 'What am I?', 'How do I feel?' (temperature).

As an addition to the game, pick two cards and act out each one. Ask, 'How are they the same?', 'How are they different?', 'Rain and snow are wet', 'Rain doesn't have a color, but snow is white.'



Date	What did your child do?

Domain and goal

- Converses with four to five turns
- Uses: and, but
- Uses pronoun: it

Activities

• Weather Chart

Each morning look out the window and talk about the weather. Keep the conversation going for four to five turns. You might talk about what you could do today based on the weather. Talk about what clothes to wear. Talk about the temperature and whether it's chilly, cold, warm, hot, or just right. Include 'and' and 'but' and the pronoun 'it.'

- It is sunny, but I don't feel hot.
- You need your hat, and I want my sunglasses.
- The flowers like the rain, but I can't go to the park.
- It is cold, and I want my mittens.
- It is cold outside, but warm inside.

Make a weather chart using a calendar with large spaces for each date. Draw a picture or put a sticker on each date to represent the weather for that day.

• Weather Reporter

Watch the meteorologist on TV. Cut out an outline of a map from felt and put it on the wall. Using different colors of felt, make a sun, rain, snow, wind, clouds, and lightning. Pretend to be a weather forecaster. Model and expect your child to give a report such as:

- It is cloudy and rainy.
- It is warm and sunny.
- It is cloudy, but not rainy.
- It is rainy and you need your umbrella.
- It is snowy, but it will melt.

• Weather Experience

Make a few entries in your child's experience book about weather related experiences. Maybe it was sunny and warm so you were able to go swimming outside. Include enough information so that your child can converse about the experience using four to five conversational turns.

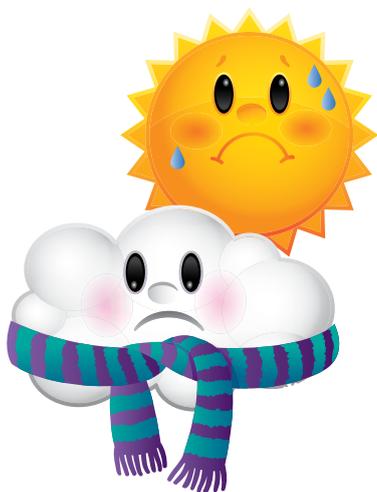


Date	What did your child do?



Domain and goal

- Contrasts h and k
- Expect many correct productions of h sound in all word positions
- Expect correct production of k sound in many initial and middle positions



Activities

• Dog and Crow

The sounds h and k are made toward the back of the mouth. Check that your child contrasts the differences in these sounds and can easily move between the two sounds in a silly babble game. Pretend there is a hot, panting dog, ha, and a cawing crow, ka. Through listening, expect your child to imitate your model that alternates between ha and ka. Make it an auditory memory experience by using three syllables, such as:

- Ha ha ka
- Ka ha ka
- Ha ka ha
- Ka ka ha.



• Be a Clown

Expect your child to be producing h in all word positions and during conversational speech. If you want to be sure this sound is produced correctly, pretend to be clowns. As clowns you can easily incorporate these words into your dialog:

- Happy
- Hair
- Hand
- Head
- Heel
- Hat
- Hear
- Have/has/had
- Hide
- Himself/herself
- Honk
- Hurry
- Hilarious
- Ahead
- Behind
- Behave

• Cold and Hot

Expect your child to produce k correctly in the beginning and middle of words and stimulate for the final position. Do not necessarily expect correct **k** production for blends, such as **c**louds. In keeping with the weather theme, for the language goal of the same, different, and contrasting **k** and **h** sounds for speech, compare cold and hot.

COLD

- Ice **c**ream
- Milk**k**shake
- **K**etchup
- Bro**cc**oli

HOT

- **C**andle burning
- **C**offee
- **B**acon
- **C**hicken

TIP: ★ Stimulate sounds in all positions of a word and link sounds to words. This is a beginning stage of phonological awareness.

Date	What did your child do?

Domain and goal

- Mr. Sun
- Rain, Rain, Go Away
- It's Raining, It's Pouring
- Who Is Tapping At My Window?
By A. G. Deming

Activities

This week there are three songs or poems about the rain and one about the sun. They vary in length, repetitive words, and level of difficulty. All have words that rhyme.

Rain, Rain, Go Away

This short jingle is easy to learn. Your child may enjoy it because he/she takes charge in trying to be the boss of the rain.

*Rain, rain, go away. Come again some other day.
Rain, rain, go away. Little children want to play.*

It's Raining, It's Pouring

Act out this silly poem by using gestures and dramatic play.

*It's raining. It's pouring. The old man is snoring.
He went to bed and bumped his head and couldn't get up in the morning.*

Who Is Tapping At My Window? By A. G. Deming

Your child will appreciate the repetitive lines in this poem. Say the first line in each pair, pause, and let your child say the next line. This reinforces the concept of rhyming, predicting what will happen next, the contraction 'it's' for 'it is', and the 'not' concept.

<i>Who is tapping at my window?</i>	<i>'It's not I,' said the cony.</i>
<i>'It's not I,' said the cat.</i>	<i>'It's not I,' said the pony.</i>
<i>'It's not I,' said the rat.</i>	<i>'It's not I,' said the dog.</i>
<i>'It's not I,' said the wren.</i>	<i>'It's not I,' said the frog.</i>
<i>'It's not I,' said the hen.</i>	<i>'It's not I,' said the hare.</i>
<i>'It's not I,' said the fox.</i>	<i>'It's not I,' said the bear.</i>
<i>'It's not I,' said the ox.</i>	<i>'It is I,' said the rain.</i>
<i>'It's not I,' said the loon.</i>	<i>'Tapping at your windowpane.'</i>
<i>'It's not I,' said the coon.</i>	

Mr Sun

Your child pretended to talk to the rain, and in this song they talk to the sun. Draw a picture of the sun behind a tree with children playing outside, or take a photo of your child outside playing in the sun and shade of a tree. Sing the song as you draw or look at the pictures.

*Oh, Mr. Sun, Sun, Mr. Golden Sun, please shine down on me.
Oh, Mr. Sun, Sun, Mr. Golden Sun, hiding behind a tree.*

*These little children are asking you
To please come out so we can play with you.*

*Oh, Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on, please shine down on, please shine down on me.*



Date	What did your child do?



Each of the books for this week's lesson is a factual book that gives basic information about different aspects of weather. The double-page illustrations are paintings and show children involved in different activities outside. The books are best used as picture books where you can reinforce this week's goals. Talk with your child about how things are the same or different. Discuss what the temperature might be and give him/her a chance to answer the question, 'How do you feel?'. Use 'and/but' in sentences such as, 'It is raining and the kids are outside, but they are having fun.' There is a lot of information in the books, so it may be more useful to use the books for discussion rather than reading the text to your child verbatim. As you enjoy the illustrations together, try to engage your child in four to five conversational turns to reinforce this week's language goal. Talk about size, shapes, and colors to reinforce last week's goals. Use the illustrations and your conversations to initiate awareness of weather and as a starting point for discussions and observations of the weather around you. Look in the books for simple science concepts and experiments for preschoolers and kindergartners. You may be surprised what your child remembers and learns when you expose them to more advanced vocabulary.

Clouds (Let's-Read-and-Find-Out Science 1), Anne F. Rockwell (Author), Fran Lessac (Illustrator), Collins, 2008

Eleven different types of clouds are discussed in this book. You will read about which clouds tell you it will get colder. Talk about how the kids feel when it's raining, snowy, or sunny.

Down Comes the Rain (Let's-Read-and-Find-Out Science 2), Franklyn M. Branley (Author), James Graham Hale (Illustrator), Collins, 1997

Your child will learn about water cycles as you look at the illustrations and discuss the book. Talk about puddles, rain, and hail.

Feel the Wind (Let's-Read-and-Find-Out Science 2), Arthur Dorros (Author, Illustrator), Collins, 1990

Talk about how wind tickles your face and how you can listen to it when it whistles through the window. This is a form of pre-teaching for a future lesson on the five senses.

TIP: ★ Your child learns new vocabulary when they hear and practice saying the word multiple times and relate it to something meaningful.

